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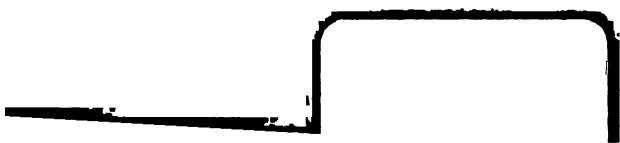
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THIRTEENTH ANNUAL REPORT

OF THE

BOARD OF PUBLIC INSTRUCTION

OF THE

CITY OF ALBANY

TO THE COMMON COUNCIL

FOR THE YEAR ENDING AUGUST 31, 1901

ALBANY

WILLIAM B. EDELL, PRINTING OFFICE

1901

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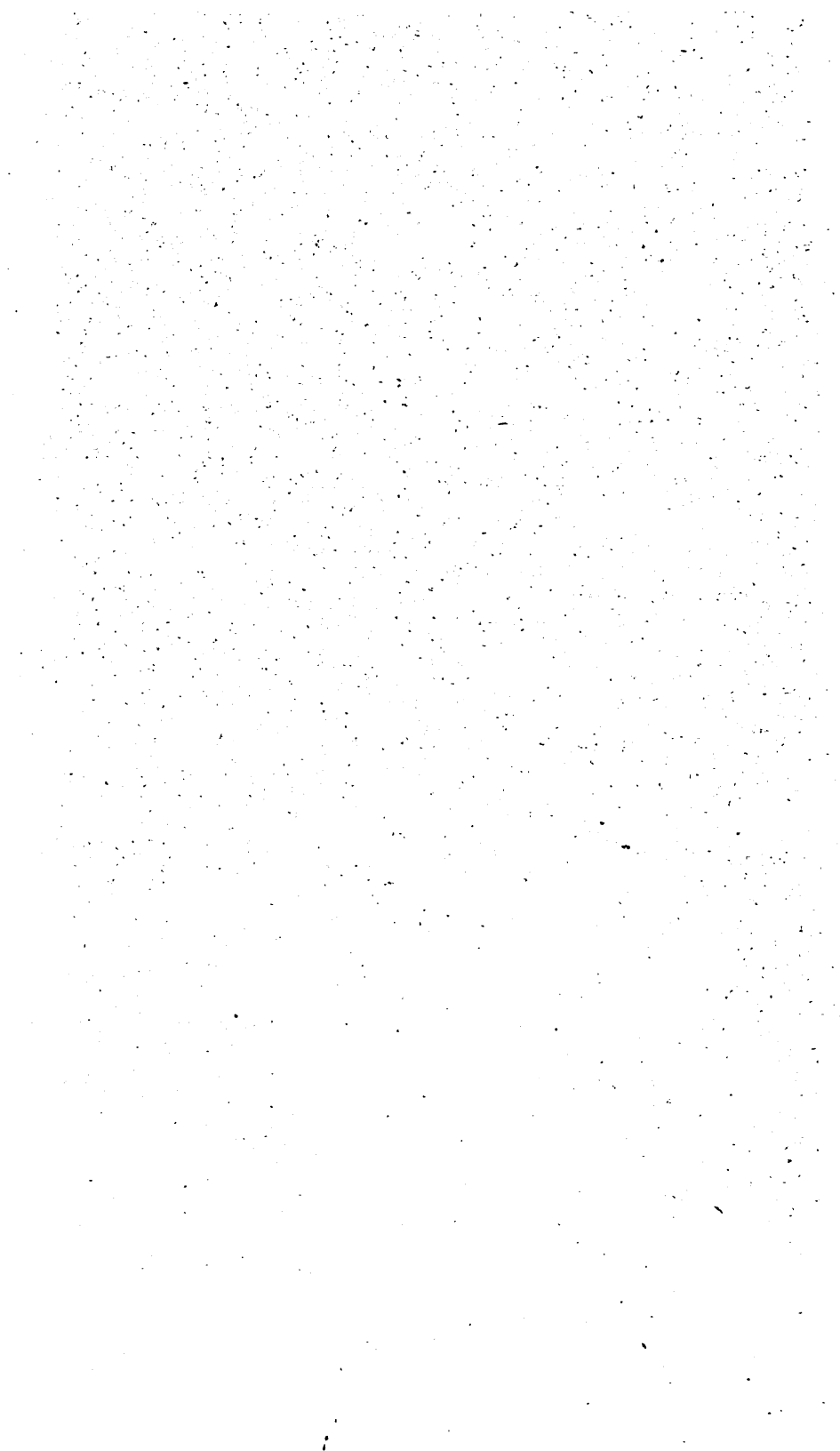
CITY OF ALBANY

ALBANY:

W. H. BROWN,

1877.

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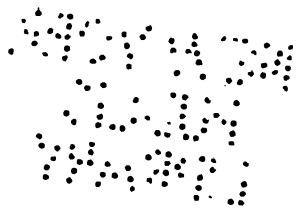
CITY OF ALBANY

TO THE COMMON COUNCIL.

FOR THE

Year Ending, August 31, 1879.

ALBANY :
GEO. C. RIGGS, PRINTER.
1879.



To the Board of Public Instruction

of the City of Albany :

GENTLEMEN,—In compliance with the requirements of the by-laws, the undersigned has the honor to present to the Board the accompanying draft of their Thirteenth Annual Report on the affairs and condition of the Public Schools of the City to the Honorable the Common Council.

Respectfully submitted,

CHAS. W. COLE,

Supt. of Schools and Secretary of the Board.

Sept. 1, 1879.

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1820

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THIRTYFIFTH ANNUAL REPORT

OF THE

BOARD OF PUBLIC INSTRUCTION

OF THE

CITY OF ALBANY

AS PASSED BY THE COMMON COUNCIL

AT A SPECIAL MEETING

Held at the City Hall, Albany, N. Y.,
January 11, 1881.

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1881.

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BOARD OF PUBLIC INSTRUCTION

CITY OF ALBANY

AND THE COMMON COUNCIL

For the Year Ending August 31, 1877

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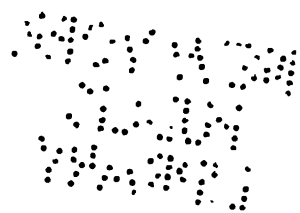
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TO THE COMMON COUNCIL.

FOR THE

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REPORT.

*To the Honorable the Common Council
of the City of Albany :*

GENTLEMEN: The Board of Public Instruction herewith presents its Thirteenth Annual Report of the condition of the public schools of this city.

NEW BUILDINGS.

Two new school buildings, whose construction began in March, 1878, were completed and opened for school purposes on the 1st of October following.

One of these buildings, No. 25, constitutes a new school; the other, No. 17, was erected on the lot occupied by the old school.

School No. 25 is a slightly brick building, two stories in height, with a high basement. It is located on Morton street, between Hawk and Swan streets. This site was selected to accommodate a rapidly growing section, and to relieve the over-crowded primary departments of Schools Nos. 14 and 24. Both of these objects have been fully accomplished.

There are eight school rooms in this building, each affording seats for 56 pupils, giving a total seating of 448. The basement is well lighted and dry, affording ample play room

during inclement weather. The yards are well paved with brick, and are large enough to give free recreation room to a full complement of pupils. Three hundred fifty-six pupils were in attendance at this school during the year, with an average attendance of one hundred seventy-seven. This building will furnish educational facilities for its immediate neighborhood for some years.

The total cost of this school house, including the lot, was \$20,874.05.

The other building, No. 17, was erected on the lot on the corner of Second avenue and Stephen street, formerly occupied by the old building.

School No. 17 is similar in plan to No. 25, containing eight school rooms and accommodating 448 pupils.

The registered attendance during the year was six hundred fifty; the average attendance three hundred eighty-seven.

The cost of this school house was \$14,428.14. The lot was already the property of the city.

Both of these buildings are pronounced to be admirable in arrangement and of excellent construction. Architecturally they are ornaments to their localities, though simple in style. The strictest economy commensurate with the requirements of convenience and usefulness was exercised in their construction. It is believed that full value has been obtained for every dollar expended.

School No. 20, on Mohawk street, in the populous and growing suburb known as North Albany, has been overcrowded, especially in the Primary grades, for several years. The building, which was inherited by the city when its boundaries were enlarged in 1870, is badly situated and inconvenient in arrangement. It no longer furnishes the facilities for instruction to which the people of its vicinity

are entitled. In view of these facts this Board has purchased a well located and ample lot, on which it is proposed to erect a suitable building during the coming year.

The lot is situated on the north-west corner of North Pearl and North Second streets. Its dimensions are 125 feet front by 100 feet deep. The cost of this lot was \$2,000.

For full information as to the condition of our schools in respect to scholarship, discipline, etc., your attention is called to the report of the Superintendent of Schools, the reports of Committees on Examinations, High School, Evening Schools, and Course of Study, and the report of the Principal of the High School, printed herewith.

STATISTICS.

The following tables exhibit the receipts and expenditures in detail for the year.

CASH RECEIPTS AND EXPENDITURES

For the Year Ending August 31st, 1879.

RECEIPTS.

Cash balance on hand September 1, 1878.....	\$	85,883	00
Raised by tax		137,992	00
State apportionment		47,709	84
From literature fund, etc., for High School...		2,332	19
From non-resident pupils		855	50
From sales of drawing books, pencils and rub- bers		9	90
From sale of old desks		174	50
From High School pupils, use of books, etc..		1,162	67
		\$276,119	60

EXPENDITURES.

Teachers' salaries	\$139,364	10
Text-books and stationery	3,139	77
School apparatus	22	96
Repairs	8,074	59
School furniture	279	62
Heaters and stoves	1,923	20
Fuel	5,536	24
Janitors, cleaning school-houses, etc.	6,620	28
Miscellaneous expenses	1,998	08
Salary of Sup't and Secretary	2,000	00
Supplies	2,009	57
Carried forward.....	\$170,968	41

Brought forward.....	\$170,968 41
Blank books, printing and advertising	1,919 72
Alterations of school-houses.....	5,782 57
Salary of Superintendent of buildings.....	1,500 00
Library	879 80
Evening schools	2,011 25
Rent of lot for use of School No. 5.	190 00
Rent of house for use of School No. 17	20 83
Rent of house for use of School No. 20	192 00
School-house, No. 17.....	7,508 95
Purchase of lot for School-house No. 20	2,000 00
School-house, No. 25.....	8,493 81
Cash balance on hand Sept. 1, 1879.	74,652 26
	<hr/>
	<u>\$276,119 60</u>

EXPENDITURES IN DETAIL.

SCHOOL No. 1 —JULIA M. JANES, *Principal*.

Teachers' salaries	\$3,282 86
Repairs	312 99
Text-books and stationery	36 37
Heaters and stoves.....	8 88
Fuel	101 12
Cleaning school-house, making fires and sun- dries	150 00
Supplies	49 22
Miscellaneous expenses	1 00
School furniture	10 50
	<hr/>
	\$3,952 94
	<hr/>

SCHOOL No. 2.—LEWIS H. ROCKWELL, *Principal*.

Teachers' salaries	\$4,263 76
Repairs	338 99
Text-books and stationery.....	50 74
Heaters and stoves.....	6 65
Fuel	113 81
Cleaning school-house, making fires, etc.....	150 00
Supplies	48 90
Miscellaneous expenses.....	1 00
	<hr/>
	\$4,973 85
	<hr/>

SCHOOL No. 3.—MARTHA McFARLAND, *Principal*.

Teachers' salaries	\$2,154 23
Repairs	113 87
Text-books and stationery	33 42
Heaters and stoves.....	4 10
Fuel	84 13
Cleaning school-house, making fires, etc.....	125 00
Supplies	17 44
Miscellaneous expenses	1 00
School furniture	9 00
	<hr/>
	\$2,542 19
	<hr/> <hr/>

SCHOOL No. 4.—ARETHUSA A. VANCE, *Principal*.

Teachers' salaries	\$2,177 97
Repairs	241 87
Text-books and stationery	22 18
Heaters and stoves.....	38 72
Fuel	90 60
Cleaning school-house, making fires, etc.....	125 00
Supplies	24 11
Miscellaneous expenses	1 00
	<hr/>
	\$2,721 45
	<hr/> <hr/>

SCHOOL No. 5.—JOHN A. HOWE, *Principal*.

Teachers' salaries.....	\$4,323 75
Repairs	184 95
Text-books and stationery.....	44 17
Heaters and stoves.....	31 89
Cleaning school-house, making fires, etc.....	150 00
Miscellaneous expenses.....	2 75
Supplies.....	32 76
Fuel.....	63 87
Rent of vacant lot.....	190 00
	<hr/>
	\$5,024 14
	<hr/> <hr/>

SCHOOL No. 6—ALMON HOLLAND, *Principal*.

Teachers' salaries	\$8,049 45
Repairs.....	371 59
Text-books and stationery	69 50
Heaters and stoves.....	415 43
Fuel.....	241 68
Cleaning school-house, making fires, etc.....	275 00
Supplies.....	104 06
Miscellaneous expenses.....	6 00
	<hr/>
	\$9,532 71
	<hr/>

SCHOOL No. 7.—WILLIAM L. MARTIN, *Principal*.

Teachers' salaries	\$4,208 39
Repairs.....	535 33
Text-books and stationery.....	113 42
Heaters and stoves	12 00
Fuel.....	86 85
Cleaning school-house, making fires, etc.....	150 00
Supplies.....	83 07
Miscellaneous expenses.....	1 00
School furniture.....	9 00
	<hr/>
	\$5,199 06
	<hr/>

SCHOOL No. 8.—JOHN E. SHERWOOD, *Principal*.

Teachers' salaries.....	\$4,747 50
Repairs	177 21
Text-books and stationery.....	47 77
Heaters and stoves.....	117 52
Cleaning school-house, making fires, etc.....	150 00
Miscellaneous expenses.....	19 50
Supplies.....	46 64
Fuel	150 65
School Furniture.....	10 00
	<hr/>
	\$5,466 79
	<hr/>

SCHOOL No. 9.—JENNIE SIMPSON, *Principal*.

Teachers' salaries	\$2,127 31
Repairs	135 38
Text-books and stationery	22 71
Heaters and stoves.....	58 75
Fuel	75 51
Cleaning school-house, making fires, etc.....	150 00
Supplies	16 83
Miscellaneous expenses	1 00
	<hr/>
	\$2,587 49
	<hr/>

SCHOOL No. 10.—GEORGE H. BENJAMIN, *Principal*.

Teachers' salaries	\$4,756 52
Repairs	106 50
Text-books and stationery	56 82
Heaters and stoves.....	14 71
Fuel	125 29
Cleaning school-house, making fires, etc.....	150 00
Supplies	41 56
Miscellaneous expenses	1 00
	<hr/>
	\$5,252 40
	<hr/>

SCHOOL No. 11.—J. H. GILBERT, *Principal*.

Teachers' salaries	\$8,221 76
Repairs	204 15
Text-books and stationery	50 53
Heaters and stoves.....	160 21
Fuel	345 01
Cleaning school-house, making fires, etc.....	281 15
Miscellaneous expenses	3 00
Supplies	123 89
	<hr/>
	\$9,389 70
	<hr/>

SCHOOL No. 12.—E. E. PACKER, *Principal*.

Teachers' salaries	\$8,449 55
Repairs	1,114 30
Text-books and stationery	173 28
Heaters and stoves.....	96 67
Fuel	327 88
Cleaning school-house, making fires, etc.	300 00
Supplies	85 61
Miscellaneous expenses	1 00
	<hr/>
	\$10,548 29
	<hr/>

SCHOOL No. 13.—P. H. McQUADE, *Principal*.

Teachers' salaries	\$7,001 84
Repairs	334 97
Text-books and stationery	60 52
Heaters and stoves	144 72
Fuel	236 74
Cleaning school-house, making fires, etc.	250 00
Supplies	133 43
Miscellaneous expenses	1 00
School furniture.....	27 12
	<hr/>
	\$8,190 34
	<hr/>

SCHOOL No. 14—J. L. BOTHWELL, *Principal*.

Teachers' salaries	\$11,100 10
Repairs.....	414 85
Text-books and stationery	44 94
Heaters and stoves.....	34 41
Fuel.....	282 24
Cleaning school-house, making fires, etc.....	300 00
Supplies.....	112 98
Miscellaneous expenses.....	1 00
School furniture.....	70 00
	<hr/>
	\$12,360 52
	<hr/>

SCHOOL No. 15.—LEVI CASS, *Principal*.

Teachers' salaries	\$10,125 62
Repairs	298 29
Text-books and stationery	123 94
Heaters and stoves	9 15
Fuel	488 55
Cleaning school-house, making fires, etc.	840 00
Supplies	151 06
Miscellaneous expenses	34 75
	<hr/>
	\$12,071 36
	<hr/>

SCHOOL No. 16.—ELEANOR F. DICKSON, *Principal*.

Teachers' salaries	\$1,040 91
Repairs	340 56
Text-books and stationery	23 90
Heaters and stoves	16 50
Fuel	46 47
Cleaning school-house, making fires, etc.	100 00
Supplies	22 94
Miscellaneous expenses	1 00
	<hr/>
	\$1,592 28
	<hr/>

SCHOOL No. 17.—CHARLES A. WHITE, *Principal*.

Teachers' salaries	\$4,286 42
Repairs	41 66
Text-books and stationery	96 76
Fuel	400 96
Cleaning school-house, making fires, etc.	246 67
Supplies	187 81
Miscellaneous expenses	8 50
Rent of building on Benjamin street	20 83
	<hr/>
	\$5,289 61
	<hr/>

SCHOOL No. 18.—JOSEPHENE CLEMENT, *Principal*.

Teachers' salaries	\$1,096 57
Repairs	61 36
Text-books and stationery	22 34
Heaters and stoves.....	34 33
Fuel	63 32
Cleaning school-house, making fires, etc.....	100 00
Supplies	29 15
Miscellaneous expenses	1 00
	<hr/>
	\$1,408 07
	<hr/>

SCHOOL No. 19.—MARY A. SIMPSON, *Principal*.

Teachers' salaries.....	\$1,613 41
Repairs	118 64
Text-books and stationery.....	36 04
Cleaning school-house, making fires, etc.....	70 84
Supplies.....	34 64
Heaters and stoves.....	9 35
Fuel.....	63 83
	<hr/>
	\$1,946 75
	<hr/>

SCHOOL No. 20.—E. H. TORREY, *Principal*.

Teachers' salaries	\$3,497 44
Repairs	299 31
Text-books and stationery	136 53
Heaters and stoves.....	19 95
Fuel	134 49
Cleaning school-house, making fires, etc.....	196 20
Supplies	90 16
Rent of addition.....	192 00
	<hr/>
	\$4,566 08
	<hr/>

SCHOOL No. 21.—A. F. ONDERDONK, *Principal*.

Teachers' salaries	\$7,505 74
Repairs	221 96
Text-books and stationery	88 87
Heaters and stoves	374 39
Fuel	459 82
Cleaning school-house, making fires, etc.	295 83
Supplies	138 68
Miscellaneous expenses	1 00
	<hr/>
	\$9,086 29
	<hr/>

SCHOOL No. 22.—JENNIE A. UTTER, *Principal*.

Teachers' Salaries	\$4, 028 11
Repairs	223 91
Text-books and stationery	58 79
Heaters and stoves	21 20
Fuel	210 29
Cleaning school-house, making fires, etc.	245 84
Supplies	56 20
Miscellaneous expenses	1 00
	<hr/>
	\$4,845 34
	<hr/>

SCHOOL No. 23.—LIZZIE McCARTY, *Principal*.

Teachers' Salaries	\$2,166 08
Repairs	900 79
Text-books and stationery	39 15
Heaters and stoves	107 27
Fuel	85 82
Cleaning school-house, mrking fires, etc.	100 00
Supplies	67 53
Miscellaneous expenses	1 00
	<hr/>
	\$3,467 64
	<hr/>

SCHOOL No. 24.—JENNIE HEPINSTALL, *Principal*.

Teachers' salaries.....	\$6,638 49
Repairs	403 46
Text-books and stationery.....	84 70
Heaters and stoves.....	118 26
Fuel	246 72
Cleaning school-house, making fires, etc.....	250 00
Supplies.....	45 88
Miscellaneous expenses.....	7 25
	<hr/>
	\$7,794 76
	<hr/>

SCHOOL No. 25.—MARY L. HOTALING, *Principal*.

Teachers' salaries.....	\$2,078 32
Repairs	66 60
Text-books and stationery.....	75 22
Heaters and stoves.....	14 67
Fuel.....	346 17
Cleaning school-house, making fires, etc.....	215 00
Supplies.....	193 60
Miscellaneous expenses.....	1 00
	<hr/>
	\$2,990 58
	<hr/>

HIGH SCHOOL.—JOHN E. BRADLEY, *Principal*.

Teachers' salaries.....	\$17,937 00
Repairs.....	364 85
Text-books and stationery.....	1,274 91
Heaters and stoves.....	53 47
School apparatus.....	22 96
School furniture.....	144 00
Fuel.....	664 43
Cleaning, making fires and janitor's salary....	1,244 75
Miscellaneous expenses.....	577 25
	<hr/>
Carried forward	\$22,283 62

Brought forward	\$22,283 62
Supplies.....	132 80
Blank books, printing and advertising.....	580 81
	<hr/>
	\$22,997 23

Credit.

Amount received from Literature fund through the Regents of the University	\$2,332 19
Amount received from pupils for use of books, etc.	1,162 67
Amount received for tuition of non-resident pupils	397 50
	<hr/>
	3,892 36
Net expenses of High School.....	<hr/>
	\$19,104 87

OFFICE OF THE BOARD.

Salary of superintendent and secretary	\$2,000 00
Blank books, printing and advertising	1,338 91
Miscellaneous expenses, medals, etc.	1,323 08
Repairs ..	146 25
Supplies	59 72
Text-books and stationery	126 82
Cleaning, making fires, etc.	9 00
	<hr/>
	\$5,003 78

EVENING SCHOOLS.

Teachers' and janitors' salaries	\$1,872 00
Text-books and stationery.....	18 71
Gas, etc.	139 25
Supplies	16 06
	<hr/>
	\$2,046 02

MISCELLANEOUS.

Salary of superintendent of repairs and clerk	
hire	\$1,500 00
Salary of music teacher	1,485 00
Salary of teacher of drawing.....	1,000 00
Library of the schools (salary, \$500; printing and books, \$379.80)	879 80
	<hr/>
	\$4,864 80
	<hr/>

SCHOOL BUILDINGS.

School-house No. 17	\$7,508 95
School-house No. 20, by purchase of lot	2,000 00
School-house No. 25	8,493 81
	<hr/>
	\$17,902 76
	<hr/>

ALTERATIONS OF SCHOOL-HOUSES.

High School.....	\$431 14
School-house, No. 11	1,020 56
School-house, No. 12	1,140 00
School-house, No. 13	1,846 64
School-house, No. 15	1,844 23
	<hr/>
	\$5,782 57

RECAPITULATION.

Debit.

To cash on hand September 1, 1878	\$85,883 00
To receipts	190,236 60
To supplies on hand, as per inventory, September 1, 1878	738 38
To text-books on hand, as per inventory, September 1, 1878	374 16
	<hr/>
	\$277,232 14
	<hr/>

Credit.

By expenses of School No. 1.....	\$3,952 94
By expenses of School No. 2.....	4,973 85
By expenses of School No. 3.....	2,542 19
By expenses of School No. 4.....	2,721 45
By expenses of School No. 5.....	5,024 14
By expenses of School No. 6.....	9,532 71
By expenses of School No. 7.....	5,199 06
By expenses of School No. 8.....	5,466 79
By expenses of School No. 9.....	2,587 49
By expenses of School No. 10.....	5,252 40
By expenses of School No. 11.....	9,389 70
By expenses of School No. 12.....	10,548 29
By expenses of School No. 13.....	8,190 34
By expenses of School No. 14.....	12,360 52
By expenses of School No. 15.....	12,071 36
By expenses of School No. 16.....	1,592 28
By expenses of School No. 17.....	5,289 61
By expenses of School No. 18.....	1,408 07
By expenses of School No. 19.....	1,946 75
By expenses of School No. 20.....	4,566 08
By expenses of School No. 21.....	9,086 29
By expenses of School No. 22.....	4,845 34
By expenses of School No. 23.....	3,467 64
By expenses of School No. 24.....	7,794 76
By expenses of School No. 25.....	2,990 58
By expenses of High School.....	22,997 22
By expenses of Evening Schools.....	2,046 02
By expenses of office, etc.....	5,003 78
By salary of superintendent of buildings.....	1,500 00
By salary of music teacher.....	1,485 00
By salary of teacher of drawing.....	1,000 00
By library of the public schools.....	879 80
By school-house No. 17.....	7,508 95
By school-house No. 20.....	2,000 00
By school-house No. 25.....	8,493 81
By alterations to school-houses.....	5,782 57
By sale of drawing books, etc.....	9 90

Carried forward \$201,507 68

Brought forward	\$201,507 68
By text-books on hand August 31, 1879, as per inventory	454 92
By supplies on hand August 31, 1879, as per inventory	617 28
By cash on hand August 31, 1879	74,652 26
	<hr/>
	\$277,232 14

COST OF TUITION PER PUPIL,

Based on Teachers' salaries and registered number	\$ 9 52
" " " average number belonging ..	13 99
" Total expenditure and registered number	13 84
" " " average number belonging ..	20 21

T A B L E
SHOWING THE LOCATION OF THE DIFFERENT SCHOOLS AND
THE ESTIMATED VALUE OF THE LOTS AND BUILDINGS.

School.	LOCATION OF SCHOOL.	Estimated value of lot.	Estimated value of buildings.
High ..	Eagle street cor. Steuben and Columbia streets,	\$80,000	\$180,000
No. 1.	310 South Pearl street	8,000	10,000
No. 2.	218 State street	12,000	10,000
No. 3.	7 Van Tromp street	8,000	10,000
No. 4.	55 Union street	1,000	10,000
No. 5.	172 North Pearl street	8,000	10,000
No. 6.	105 Second street	7,000	85,000
No. 7.	56 Canal street	1,000	10,000
No. 8.	157 Madison avenue	7,000	10,000
No. 9.	Corner South Ferry and Dallius streets ..	2,000	10,000
No. 10.	182 Washington avenue	12,000	10,000
No. 11.	409 Madison avenue	12,000	40,000
No. 12.	Corner Washington avenue and Robin street..	10,000	85,000
No. 13.	Corner Broadway and Lawrence street ..	8,000	85,000
No. 14.	70 Trinity place	6,000	85,000
No. 15.	Corner Herkimer and Franklin streets	17,000	60,000
No. 16.	208 Hudson avenue	2,000	8,000
No. 17.	Corner Second avenue and Stephen street	3,000	15,000
No. 18.	Madison avenue corner of Western avenue ..	2,500	8,500
No. 19.	54 Canal street	1,000	4,000
No. 20.	Mohawk street, North Albany	250	5,000
No. 21.	658 Clinton avenue	6,000	30,000
No. 22.	Second street west of Lexington ave.	4,000	24,000
No. 23.	140 Second street	2,000	4,000
No. 24.	417 Madison avenue	8,000	35,000
No. 25.	Morton street between Hawk and Swan streets,	8,000	20,000
		\$166,250	\$608,500
Total value of lots			\$166,250
Total value of buildings			608,500
Total value of buildings and lots			\$769,750

ANNUAL REPORT
OF
Committee on Examinations.

ALBANY, *May* 19, 1879.

To the Board of Public Instruction :

The Committee on Examinations respectfully submit their annual report respecting the condition and progress of the schools.

They would represent to the Board, as their belief, in view of the results of the various examinations, both oral and written, which have been held in all the schools, that they are, as a whole, in a flourishing condition; that the teachers are faithful, competent, and successful in their work; and the scholars are under good discipline, and making satisfactory progress.

Under the supervision of the Superintendent, an oral examination of all the schools was made at the usual time, and written examinations have also been held in all the departments, the results of which will be recorded in his annual report.

The new schools of the city, which have all been built on the principle of small rooms with only a single teacher, are so manifestly superior to the old plan of large study rooms with recitation rooms attached, that the Board has wisely determined to extend this principle to the greatest practicable extent by the alteration of such of the older schools as are susceptible of it. By the end of this year, fourteen of

the schools will be wholly divided into single rooms, two partially divided, leaving nine working under the old plan. It is possible that some of these may be altered without great expense, and your committee recommend that wherever this can be done, measures should be taken for the alteration whenever a due regard for economy or expenditure will warrant the undertaking.

Eight monthly written examinations in Arithmetic, Grammar, Geography, History, and Spelling have been held in the Senior Class in each Grammar School, except No. 17. That school was excepted because the new building was not occupied until October, and this fact, in connection with the low grade of the classes in consequence of the very unfavorable conditions under which the school has been placed in former years, made it impossible for the Senior Class to take the same examination papers as the other schools.

These examinations, while objected to in some quarters on account of the mental pressure and consequent nervous excitement occasioned by them in some scholars, are believed by your committee to have been productive of much benefit to the schools, not only as a stimulus to effort, but as a means of keeping these departments on a more uniform grade.

It may be found judicious to reduce somewhat the number of these examinations, but your committee do not consider their entire abandonment to be a wise measure.

The results obtained in the different schools at these monthly examinations will be found tabulated at the close of this report.

The teachers in the several schools are believed to be, in the main, earnest, faithful and devoted to their duties, and sincerely desirous of doing all that is in their power for the welfare of their pupils. That there should be some exceptions to this need not be surprising, when the large number of teachers employed by the Board is considered. Such teachers as do not come up to a fair average standard of efficiency should be dropped, and no considerations of mere sympathy should be allowed to influence our action where

the retention of incompetent teachers acts to the detriment of the work of our schools.

In view of the detailed report which the Superintendent is required to make to the Board, by the rules and regulations, your committee deem it unnecessary to enter more fully into particulars with regard to the condition of the schools.

SCHOOLS.	Average No. of pu- pils from whom re- ports were required.	AVERAGE OF EIGHT EXAMINATIONS IN					General average.
		Arithme- tic.	Gram- mar.	Geogra- phy.	History.	Spelling.	
No. 2.....	15	82.1	85.1	90.3	90.6	92	88
No. 5.....	12	69.5	76	85.7	88.5	93.9	82.7
No. 6... ..	30	79.1	76.9	86.7	87.9	91.3	84.4
No. 7... ..	12	78.6	83.7	92.9	90.1	93.4	87.7
No. 8.....	15	76.9	78.1	83.7	88.1	91.7	83.7
No. 10.....	14	72.8	75.3	82.1	81.4	84.5	79.2
No. 11.....	50	81.6	85.7	85.2	88.2	91	86.3
No. 12.....	17	73.4	76.5	86.9	93.2	86.2	83.6
No. 13.....	15	67	67.4	78.1	82	83.6	75.6
No. 14.....	27	70.7	82	87.7	87.1	86.1	82.7
No. 15.....	50	85	83.2	92.4	91.5	93.1	89
No. 20.....	5	60.7	67.7	73.5	85	85.6	74.5
No. 21.....	15	74.9	78.3	82.2	87.9	87.6	82.2

GEORGE B. HOYT,
JOHN H. LYNCH,
A. S. DRAPER.

REPORT
OF THE
Committee on Examinations on the Annual Exhibition of the
Public Schools.

ALBANY, *June 26, 1879.*

To the Board of Public Instruction :

The Committee on Examinations would respectfully report that the annual exhibition of the public schools took place on Wednesday, June 25, and was attended by the usual immense throng of interested parents and friends of the pupils. The need of a public hall of much greater seating capacity than any we now have in the city is always very manifest on occasions like these. The members of the Board are unable to supply a quarter of the tickets for which they are urgently importuned. It is a subject worthy of the attention of the Board, whether some plan cannot be devised by which the number of these entertainments can be increased, and a greater number of the patrons of the schools can be gratified by attending.

For many years it was the custom of the Board of Public Instruction to award, at the annual exhibition of the public schools, gold medals to those pupils who were most proficient in the principal studies pursued in the grammar schools. Last year, however, it was deemed advisable to discontinue this award, and to substitute in its place the bestowal of a limited number of diplomas on those scholars of the graduating class who have stood the highest during the year, and also in the examination for admittance to the High School, and whose conduct through the year has been commendable.

This change of system having been found to operate to the advantage of the schools, it has been deemed advisable by

the Board to continue the practice, and the committee therefore award diplomas to the following scholars:

Diplomas were awarded for high general scholarship and good conduct to twenty-nine scholars, as follows:

School No. 2, Frank H. Eastman, Willie Beers, John B. Lansing; School No. 5, Michael J. Kane; School No. 6, Peter A. Delaney, Henry C. Thompson, Rosa A. Holmes, Joseph G. Umpleby; School No. 7, Thomas J. Corscadden; School No. 8, Freddie Cohen; School No. 10, Charles A. Davenport; School No. 11, Hattie E. Wheeler, Susie K. Witbeck, John Ostrander, Maud Stauring, Belle Kirchner; School No. 12, Harry Boughton; School No. 13, Nellie Miller, Nelson W. Chamberlain; School No. 14, Grace E. Williams, Walter H. Waygood, William Hanauer; School No. 15, Fred. Jennings, Charles Coonley, James White, Jarvis Ingraham, Jennie Sanders, Harry Smith; School No. 21, Helen Long.

GEORGE B. HOYT,
JOHN H. LYNCH,
A. S. DRAPER,
L. T. MORRILL.

EXAMINATION FOR TEACHERS' CERTIFICATES,

September, 1878.

ARITHMETIC.

First Paper.

1. Greatest common divisor of 837, 1134, 1347.
2. Least common multiple of 141, 235, 329.
3. Reduce $\frac{7}{19\frac{1}{2}}$ to a simple fraction.
4. Simplify $\frac{\frac{1}{2} \text{ of } \frac{1}{2} \div 2\frac{1}{2} + 2\frac{1}{2}}{(\frac{1}{2} \text{ of } \frac{1}{2} + \frac{1}{2}) \div \frac{1}{2} - \frac{1}{2}}$
5. Square .011. Square 9.9. Subtract from the sum of their squares the third power of .25.
6. Divide the second power of 8.04 by the third power of .19.
7. What is the value in denominational integers of .73125 of a £?
8. At 5.75 a cord, what is the value of a pile of wood 160 yd. long, 5 ft. high, 4 ft. wide?
9. If sound moves 1120 ft. in a second, in how many seconds will a thunder clap be heard from a cloud 2 mi. 160 rods distant?
10. How many angles of $2^{\circ} 51' 25\frac{1}{2}''$ each, will exactly fill the space of two right angles?
11. What will be the cost of 3lb. 5oz. 6pwt. at $62\frac{1}{2}$ cents an oz.?
12. Find the sum of .75 wk., .2h., .54m., .9 day and .8 of a leap year.
13. If the consequent be $\frac{7}{8}$ and the ratio $\frac{1}{4}$, what is the antecedent?

ARITHMETIC.

Second Paper.

1. If \$100 gain \$10 in one year, what sum will gain \$10 in 9 mos.?
2. If 5 men receive \$400 for 12 weeks' work, what will 16 men receive for 20 weeks' work? Solve by analysis and give process.
3. If 49 men can do a piece of work in 130 days of 8 hours each, how many hours a day must 196 men work to do as much in 26 days? Solve by compound proportion.
4. How far will a locomotive run in an hour and a half, if it goes at the rate of 2 miles, 30rd., 5yds. in 3min. 45sec.?
5. A rectangular court 300ft. long by 200ft. wide has a walk 20ft. wide cut off from it on every side. What ratio will the area of the walk bear to that of the court as it was before the walk was cut off from it?
6. How far is it from one of the lower corners of a cubical box, measuring 6ft. on each side, to the farthest upper corner of the box?
7. What sum must be placed at interest at 6 per cent to amount in 16 mos. to \$1674?
8. If 5 per cent be lost by selling an article at \$2.18 $\frac{1}{2}$, what will be the gain or loss if it be sold at \$2.53?
9. What rate of interest will a 6 per cent manufacturing stock yield, if I buy it at 80?
10. A man took from a bank \$393 which was 13 $\frac{1}{6}$ per cent of what he had deposited; how much then remained?
11. The following sums are invested: \$35000 at 4 per cent; \$126,000 at 4 $\frac{1}{2}$ per cent; \$40,000 at 3 $\frac{1}{2}$ per cent and \$56,000 at 3 per cent. Calculate the average rate of interest on the whole amount invested.

G R A M M A R .

First Paper.

1-7. Give the plurals of *cargo*, *dictum*, *beau*, *potato*, *cherub*, *basis*, *nebula*.

8-10. Give the gender of *lamb*, *witch*, *cattle*.

11-13. Give an example of a *demonstrative*, an *indefinite*, and a *distributive* adjective pronoun.

14-17. Give the *present* and *past* tenses, *present* and *past* participles of *bereave*, *mislead*, *flee*, *shear*.

18. Write a sentence containing a *conjunctive adverb*.

19-21. Construct adverbs from the following root-words : *beauty*, *science*, *man*.

22-24. Give the possessive plural form of *thou*, *man*, *lady*.

25. How are adjectives to be distinguished from *adverbs*?

26-29. Define the grammatical terms *subject*, *predicate*, *mood*, *syntax*.

30. Give an example of an *adjective* derived from a *proper* noun.

Correct the syntax of the following sentences, if in your opinion they need correction, and give the rule or reason for the correction.

31. What have become of our friends?

32. In Alaska the winters are long and the cold intense.

33. Not less than twenty dictionaries of the English language have been published.

34. A man, woman, and infant were riding in the cars.

35. The poor girl still coughs considerable.

36. There is no doubt of the bill passing the House.

37. The insult was offered to my friend, he who I loved as a brother.

38. Who should I meet the other day but he.

39. They believed it to be me.

40. Let each esteem others better than themselves.

41. He is more bold and not so wise as his companion.

42. Homer had the greatest invention of any writer whatever.
43. These verses were written by a young man who has long lain in the grave for his own amusement.
44. If I were in his position I would not have gone.
45. These flowers smell very sweet and look very beautiful.
46. In Edward the third, King of England's time.
47. Mankind act oftener from caprice than reason.
48. "Let the sea roar, and the fullness thereof; the world and they that dwell therein."

GRAMMAR.

Second Paper.

EXERCISES.

Certain it is *that* pomp chiefly waits upon the beginning and the end of life: *what* lies *between* may *either* raise a sigh or wake a laugh, *for* it mostly partakes of the littleness of one and the sadness of the other. The monuments of *man's* blessedness and of man's wretchedness *lie side* by side: we cannot look *for* the one without *discovering* the other. The echo of joy is the *moan* of despair, and the cry of anguish *is stifled* in rejoicing. *To make* a monarch, there must be slaves, and that one *may triumph*, many must be weak.

Analyze thoroughly the first sentence in above exercise. For a perfect analysis twenty credits will be given.

Parse the words italicized. Two credits will be given for each word correctly parsed: one for part of speech and modifications, properties or accidents, and one for syntax.

GEOGRAPHY.

1. What compose Danish America ?
2. What is the capital of the Dominion of Canada ?
3. In what province of Canada is Montreal ?
4. In what province of Canada is Toronto ?
- 5-7. By what three mountain systems is the U. S. crossed ?
8. What two of the U. S. border on Mexico ?
9. What river divides Oregon from Washington Territory ?
- 10-12. Name three principal agricultural exports of the U. S.
- 13-17. Name the capitals of Virginia, Missouri, Illinois, Massachusetts and California ?
- 18-29. Name the countries composing South America ?
30. Which of these is an Empire ?
31. Name the largest city of South America ?
- 32-35. Bound Europe minutely, (four credits.)
- 36-37. Name the two largest rivers of Europe.
- 38-39. Into what do they flow ?
40. What peninsula between the Atlantic ocean and the Baltic sea and Gulf of Bothnia ?
41. Between the Mediterranean and Adriatic seas ?
- 42-43. Name the two largest islands of Europe.
- 44-46. Name three important mountain chains of Europe.
- 47-49. Name the three largest countries of Asia.
50. Name the principal mountain chain of Asia.
51. What is the largest island of Africa ?
52. What is the largest city of Africa ?
53. What country has the most extensive commerce in the world ?
54. What grand division has the greatest population ?
- 55-60. What and where are Hecla, Trieste and Tunis ?

SPELLING.

- | | |
|---------------------|----------------------|
| 1. glutinous. | 22. superficies. |
| 2. plebeian. | 27. perspicuity. |
| 3. eradicate. | 28. rhapsody. |
| 4. politician. | 29. auxiliary. |
| 5. complaisance. | 30. putrefaction. |
| 6. audible. | 31. pyrotechnics. |
| 7. hypocrisy. | 32. catechumen. |
| 8. orifice. | 33. harlequin. |
| 9. dilatory. | 34. scintillation. |
| 10. discernible. | 35. buccaneer. |
| 11. prodigal. | 36. ratiocination. |
| 12. testimonial. | 37. crucible. |
| 13. repetition. | 38. periphery. |
| 14. precedent. | 39. capuchin. |
| 15. vicissitude. | 40. field-marshal. |
| 16. synagogue. | 41. septuagenarian. |
| 17. convalescence. | 42. cartilage. |
| 18. myriad. | 43. homogeneous. |
| 19. spherical. | 44. sacerdotal. |
| 20. correspondence. | 45. phosphorescence. |
| 21. witticism. | 46. Madeira. |
| 22. crystalline. | 47. Euphrates. |
| 23. sepulchral. | 48. Poughkeepsie. |
| 24. aboriginal. | 49. Schenectady. |
| 25. parricide. | 50. Mississippi. |

DEFINITIONS.

- | | |
|-----------------|------------------|
| 1. Definite. | 11. Chimerical. |
| 2. Vague. | 12. Potential. |
| 3. Opaque. | 13. Illusion. |
| 4. Cylinder. | 14. Omnivorous. |
| 5. Ostentation. | 15. Homogeneous. |

- | | |
|-----------------|-------------------|
| 6. Incendiary. | 16. Symmetry. |
| 7. Analogous. | 17. Subterranean. |
| 8. Financier. | 18. Edible. |
| 9. Dereliction. | 19. Zephyr. |
| 10. Nutritious. | 20. Frontispiece. |

A L G E B R A .

1. Multiply $5a^3b - 3x^2y^3$ by $6a^2b^3 - 4x^34^4$.
2. $2^{-3} = \text{what?}$
3. What is elimination?
4. Name three methods of elimination, and describe one of them.
5. $\frac{5x}{8} - \frac{3x-19}{7} = 15 - \frac{4x-12}{3}$ Solve and verify the value of x .
6. What is an equation? What transformation can be made in equations?
7. Write an arithmetical series of five terms.
8. Write a geometrical series of five terms.
9. A and B have each a certain sum of money. A says to B, give me \$20 of your money and I will have four times as much as you. B says to A, give me \$20 of your money and I will have $1\frac{1}{2}$ times as much as you. How much has each?
10. A number consists of three digits, the sum of the digits being 11. The units digit is twice the hundreds digit. If 198 be added to the number the order of the digits will be reversed. What is the number?

GEOMETRY.

1. What is a proposition ?
2. What is a Corollary ?
3. Bisect a given line.
4. What is an inscribed angle ?
5. Are the two walls of a building which are carried up by the plumb line exactly parallel ? Why ?
6. What is an arc ?
7. What is a sector ?
8. What is a secant ?
9. What is a plane surface ?
10. Prove that when an oblique line meets another straight line forming two adjacent angles, the sum of these angles is two right angles.
11. Prove that two straight lines which are parallel to a third, are parallel to each other.
12. An angle formed by two secants meeting without a circle is measured by one-half the difference of the intercepted arcs. Prove.
13. What is the sum of the interior angles of a heptagon ?
14. What is the altitude of a triangle ? of a parallelogram ?
15. If two triangles have two sides and included angle of one equal to two sides and included angle of the other, the triangles are equal. Prove.
16. From a point without a circle draw a tangent to the circle.
17. What relation do the sides of a right-angled triangle bear to each other ?
18. How do you find the area of a triangle ?

S C I E N C E .

1. Describe the structure of the skin, and give its uses.
2. Explain respiration, and state the effects produced by it on the blood.
3. Explain the functions of the heart.
4. Name the planets in their order, beginning with the one nearest the sun.
5. What planets have moons? Give the number each has.
6. What causes the twinkling of the stars?
7. What is the cause of weight in any body?
8. Explain the difference between cohesion and gravity.
9. Explain the construction of a barometer and the principle on which it operates.
10. Explain the difference between galvanism and other forms of electricity.
11. Of what is water composed?
12. Of what is atmospheric air composed?
13. What causes "trade-winds?" Explain fully.
14. Why is Peru rainless?
15. What are isothermal lines?
16. Give the glacial theory and proof.
17. Name the principal kinds of lenses, and state the general effect each kind has on rays of light?
18. Name the different colors of the spectrum in order, beginning with the most refrangible.
19. Name the Geological periods in chronological order.
20. What substances constitute the principal food of plants?

HISTORY.

1. From what sources do we derive our knowledge of Ancient History ?
2. Name the nation which has the most ancient profane history.
3. Name the founder of its most renowned dynasty and the dynastic title.
4. Name the two leading states of ancient Greece.
5. At what period did Athens reach the summit of her literary and artistic glory ?
6. In what respects did Greece exert the greatest influence upon the world ?
7. Name the different forms of government tried by the Romans, in the order of their establishment.
8. Who was the founder of the Roman Republic ?
9. In what age did Rome reach the pinnacle of her glory ?
10. State what a "*feud*" is, and how the Feudal System grew up.
11. What was the object of the Crusades ?
12. What four races have been dominant in England ?
13. Mention three noted battles in which the French and English were opposed to each other.
14. Name the last three wars in which the French were engaged.
15. What two Cardinals have enjoyed almost unlimited power as ministers of state in France ?
16. What territory did Germany gain as the result of her late war with France ?
17. Name three American and three British generals prominent in the Revolutionary War.
18. Name three important battles of the late civil war in this country in which the North was victorious.
19. Who was the first President of the United States ?
20. How long did the Revolutionary War continue ?

LITERATURE.

1. What language forms the basis of the *English*?
2. What is *blank verse*?
- 3, 4. Define and illustrate *metaphor* and *simile*.
5. "God tempers the wind to the shorn lamb." Mark the Saxon words in this sentence and name the author.
6. Name the dramatists contemporary with Shakspeare.
7. Name four great epic poets and their principal poems.
8. Who wrote "Don Quixote," and what object did the author have in publishing it?
- 9-11. Define *epic*, *lyric* and *dramatic* poetry.
12. Name Alexander Pope's choicest poem.
13. Who was *Æschylus*?
14. Name the best English poet of the 19th century.
- 15-17. Name a *comedy*, a *novel* and a *poem* written by Oliver Goldsmith.
18. Who wrote the Waverly novels, and how do they rank?
- 19-21. Name three great English historians, given the titles of their greatest works.
22. Characterize Washington Irving's style, and give the names of three of his works.
23. What is meant by "taste" in composition, and what is the standard of taste?
- 24, 25. Name your favorite work of your favorite author, and give its characteristics of style.

MUSIC.

1. What are the five lines and four spaces together called ?
2. What letters are used in the musical alphabet ?
3. Give the names of syllables used.
4. Give the names and make drawings of the five principal notes used in writing music.
5. Make drawings of corresponding rests and give names.
6. Of what value is the dot placed after a note ?
7. A dotted half note is equal to how many sixteenths ?
8. When time is marked $\frac{1}{4}$, how many beats to the measure ?
9. When time is marked $\frac{3}{8}$, how many beats to the measure ?
10. When time is marked $\frac{3}{8}$, what *two* notes of equal length will fill the measure ?
11. When time is marked $\frac{3}{8}$, what *one* note will fill the measure ?
12. How does a sharp affect a note ?
13. How does a flat affect a note ?
14. How many sharps has the Key of G ?
15. " " " " E ?
16. " " " " D ?
17. " " " " A ?
18. How many flats has the Key of F ?
19. " " " " A flat ?
20. " " " " E flat ?

MONTHLY EXAMINATION

OF THE

"A" Senior Class, Grammar Schools,

April, 1879.

ARITHMETIC.

1. By what number must $7\frac{1}{2}$ be multiplied that the product may be $6\frac{1}{2}$?
2. What fraction is that, which being divided by $11\frac{1}{2}$, the quotient shall be 5?
3. If $\frac{1}{4}$ of a yard cost $\frac{1}{8}$ of a dollar, what will $\frac{1}{2}$ of a yard cost?
4. From $\frac{1}{2}$ of a pound Troy take $\frac{1}{4}$ oz. Answer in integers.
5. What would 24 gal. 3 qt. 1 pt. of wine cost, at \$3.24 per gallon?
6. Reduce 103.4375 pk. to bu. etc.
7. If $3\frac{1}{2}$ grains of gold cost \$0.13125, what is the cost per oz.?
8. If A can mow an acre of ground in three days and B in 2 days, how long would it take them if both worked together?
9. If twenty men can perform a piece of work in 12 days, how many will perform another piece of work six times as great in one-tenth of the time.
10. If telegraph posts are 88 yd. apart, and a person sitting at a car window sees one every 6 sec., at what rate per hour is the train running?

11. If a grocer sells his stock at a profit of 15 per cent, what amount must he sell in order to clear \$2500?
12. A man pays a tax of \$144.50 the rate being \$3.40: on what amount is he taxed?
13. Bought stocks at $29\frac{1}{4}$ and sold at $31\frac{1}{4}$ paying brokerage $\frac{1}{4}$ per cent each time: how many shares were sold to gain \$330?
14. How much must I invest in 5 per cent U. S. bonds at 111 to have an annual income of \$2500?
15. If I sell $\frac{1}{3}$ of a lot of land for $\frac{1}{3}$ of the cost of the whole lot, what is the per cent of profit on the sale?
16. How long will it take \$35.50 to double itself at 7 per cent simple interest?
17. What will 78560 bricks cost at \$6.75 per M?
18. A car load of lumber for which I paid \$23.50 per M. cost me \$235; how many feet did it contain?
19. A pile of wood is 110 ft. long, 8ft. high, and 4ft. wide. How many loads are there in the pile, counting two loads to a cord?
20. What part of a square yard is a strip of cloth 20 inches wide and 30 inches long?

GRAMMAR.

1. "(a) Our popular institutions demand a talent for *speaking*, and create a taste for it. (b) Liberty and eloquence *are united* in all ages. (c) *Where* the sovereign power is found in the *public* mind and the public *heart*, eloquence is the obvious *approach* to it. (d) Power and honor and *all that can attract* ardent and aspiring natures, *attend* it. (e) *In* the art of speaking as in all *other* arts, a just *combination* of those qualities *necessary* to the end *proposed* is the true rule of taste."

Parse the words italicized in above exercise. (Two credits for each word correctly parsed ; one for part of speech and accidents, and one for syntax.)

31. What is the logical subject of sentence *d*?

32. What is the logical predicate of sentence *e*?

23. Change sentence *a* into an equivalent sentence having the verb *passive*.

34. Select a noun in above exercise having no plural form.

35-37. Give a sentence containing *what* used as an *interjection*, one in which it is used as an interrogative and one in which it is used as a relative.

38-40. Give an example of a primitive, a derivative and a compound word.

Correct the following sentences if they need correction and give the reason for the correction. (One credit for correction and one for the reason or rule.)

41-42. "Every man and every child were lost in the wreck."

43-44. "He set for some time at the table."

45-46. "Of what avail is instruction and example, when they are not improved?"

47-48. "Neither history nor tradition furnish such information."

49-50. "I and he are going to New York."

G E O G R A P H Y .

1. What country is the greatest manufacturing country in the world ?

2-4. Name the three largest cities on the Mississippi and its branches.

5, 6. Capitals of Chili and Uruguay.

7. In what country of Europe is Mont Blanc ?

8. What large seaport of France is on the Mediterranean Sea ?

9, 10. Name the two largest rivers of Europe.

11, 12. Capitals of Greece and Italy.

13. What range of mountains in Italy ?

14. What range separates France and Spain ?

15, 17. Name the three largest islands in Europe other than Great Britain.

18-30. Through what waters would a vessel pass in going by the shortest route from Constantinople to St. Petersburg ?

31-34. Name four seas east of Asia.

35, 36. Name the largest river in China and in Siberia.

37, 38. Name two important agricultural productions of China.

39, 41. Name the three different races of mankind who inhabit Asia.

42-44. Three largest rivers of Africa.

45. Capital of Egypt.

46, 47. What two capes at the S. W. extremity of Africa ?

48-50. Three groups of islands west of Africa?

HISTORY.

1. What was the cause of the war with Mexico in 1846?
- 2-5. Name four important battles during this war.
- 6-8. Name two American Generals and one Mexican General who were most prominent in this war.
9. What can you say of the operations of General Fremont?
10. Who was president of the United States at this time?
11. What was gained by the U. S. in consequence of this war?
12. What important discovery was made in California in 1848?
13. What President of the U. S. died in 1850, after an administration of only a year and four months?
14. What Vice President thereupon became President?
15. What trouble connected with Slavery arose during the administration of President Pierce?
16. In what year did the Civil War break out?
17. Give a short account of "John Brown's raid."
18. What was the first important engagement in this war?
19. Who was President during this war?
20. What place was made the Capital of the Southern Confederacy?

S P E L L I N G .

- | | |
|-------------------|-----------------|
| 1. axle. | 26. oriental. |
| 2. masculine. | 27. exemplary. |
| 3. paradise. | 28. oracle. |
| 4. movable. | 29. coincide. |
| 5. scarcity. | 30. dexterity. |
| 6. variety. | 31. hurricane. |
| 7. literary. | 32. desolation. |
| 8. document. | 33. alliance. |
| 9. ferocious. | 34. fugitive. |
| 10. telescope. | 35. fertilize. |
| 11. material. | 36. dilemma. |
| 12. already. | 37. audience. |
| 13. epicure. | 38. pinnacle. |
| 14. obstacle. | 39. miniature. |
| 15. catalogue. | 40. enthusiasm. |
| 16. contemptuous. | 41. acquittal. |
| 17. velocity. | 42. venerable. |
| 18. negligence. | 43. impediment. |
| 19. machinery. | 44. solicit. |
| 20. officiate. | 45. century. |
| 21. barbarity. | 46. Smyrna. |
| 22. inclination. | 47. Ganges. |
| 23. miraculous. | 48. Amazon. |
| 24. recognize. | 49. Pyrenees. |
| 25. cathedral. | 50. Calcutta. |

ANNUAL REPORT

OF THE

SUPERINTENDENT.

ALBANY, N. Y., *September 1, 1879.*

To the Board of the Public Instruction:

GENTLEMEN,—The following report of the condition and operation of the schools under your charge for the year ending August 31st, 1879, together with such inferences and suggestions as have been drawn from a careful examination of the facts which make up the history of the year's work, is respectfully submitted:

ATTENDANCE.

The increase in the attendance on our schools has been steady. The registered membered number for the year was 14,632, or 616 greater than during the previous year. The number belonging has averaged 10,022. The seating capacity is now 11,198. Alterations in Schools Nos. 13, 11 and 15, and the erection of new buildings for Schools Nos. 17 and 25, added 836 seats to the total capacity. The average attendance was 9,193—an increase of 117. This increase, though smaller than for the last four years, is sufficient evidence of the continued favor in which the citizens of Albany hold the public schools.

The percentage of attendance, based upon the total number enrolled, is 63—the same as last year; and that based upon the number belonging, is 91.7—a slight improvement upon the percentage of previous years.

The greatest irregularity of attendance occurs in the primary schools. This is to be expected, since every vicissitude of weather affects, quite seriously the attendance of young children. Again, several of the schools which report the lowest percentages are located so that their pupils are drawn from considerable distances. The present low rate of attendance at these schools will be remedied in a few years, by the growth of a denser population than surrounds them at present.

Inspection of the table of attendance, exhibiting the statistics from 1857 to the present year, will show, however, that the attendance of our schools has steadily advanced, year by year, since 1865. Albany now compares favorably with other cities both in respect to total number and regularity of attendance. The fact that while private schools are declining in popularity and numbers, the public schools fill up as rapidly as increased accommodations are furnished, evinces the superior efficiency of the latter.

TARDINESS.

While the state of the schools in respect to attendance is therefore a source of gratification, I regret to be obliged to report that the element of punctuality is far from satisfactory.

The total number of cases of tardiness during the year was 42,170, or, in other words, 2 $\frac{1}{4}$ per cent of our pupils were tardy every day. No statistics in relation to tardiness in previous years exist, so that no comparison can be instituted; but it is believed since no systematic effort to reduce the aggregate had been made prior to this year, that the evil has been considerably mitigated.

It is difficult for any one, except a teacher, to realize the immense loss of time and energy chargeable to the tardiness

of pupils. A low estimate of the time required to dispose of each case of tardiness would be one minute. This means that during the year, 702 hours 50 minutes, or more than 117 school-days were wasted on tardy scholars. Of course, these cases are frequently attended to during recess, or before and after the school sessions; but this is none the less a waste of time which otherwise would be given to useful purposes. A greater evil than the loss of time is the effect of the tardiness upon the character of the individual. A laggard at school will probably be a laggard through life. Habits of procrastination, indulged in while the character is in a formative condition, cannot be easily dropped.

Earnest efforts have been made by both principal and assistant teachers to reduce tardiness to a minimum, and in many cases with notable success, as will be seen from the table of statistics.

Every expedient has been tried that experience and conference could suggest, short of closing the doors on the tardy ones. A resort to this severe remedy will not be recommended unless all other expedients fail, and we become convinced that the remedy is not worse than the disease.

Evidently, many cases of tardiness are attributable to the carelessness or indifference of parents. This occasion of the evil under discussion is almost beyond control. This does not, however, lessen the responsibility of teachers. They are bound to use every legitimate means to inculcate habits of punctuality, whether parents co-operate or not. When that co-operation can be fully attained, we may hope for a largely diminished rate of tardiness.

ATTENDANCE OF TEACHERS.

The amount of time lost by the absence of teachers was considerably less than last year, although the number of teachers was larger.

The number of days lost this year was 623, against 793 last year—a gain of 170 days. The total number of days of attendance required was 41,872. The percentage of absence

was $1\frac{4}{8}$. The average number of days lost by each teacher was $2\frac{1}{8}$.

The rule adopted by the Board, deducting a fixed sum for every absence, which went into effect in January last, has undoubtedly decreased the number of absences. Still, I believe, as I asserted last year, that "our teachers are as a rule exceptionally faithful in their attendance," and often are present to the detriment of health and consequently of permanent usefulness.

EXAMINATIONS.

Schools should be examined for three purposes : to ascertain the condition of scholarship ; to regulate promotions ; and to test teachers in the direction of discipline and method.

It will be remembered, that, last year immediately upon assuming his office, the Superintendent made a personal oral examination of every class in the schools. This involved severe labor, but was the only way in which exact knowledge of their condition could be obtained.

For the first two purposes above mentioned, oral examinations are inadequate. Their very nature prevents that uniformity of test essential to fair comparison in respect to scholarship or to an impartial plan of promotions. The examiner will, of necessity, so vary his questions and other tests, in order to prevent preparation for his coming, that, in a short time, classes of the same grade will have undergone quite dissimilar examinations.

Simultaneous written examinations alone can be relied upon to give results which will approximate the real condition of all the classes.

For the third purpose, and in some degree to supplement the other two, frequent visits of inspection by the Superintendent are indispensable. Such visits were made as often during the year as the multifarious duties of the secretaryship would permit. Next year, the Board having appointed

an assistant in the office, these visits will be made more frequently and more systematically.

As foreshadowed in the last report, it was determined this year to substitute written for the oral examinations. Accordingly, a set of question papers was submitted to all the classes of the Senior and Intermediate grades during the last week in December. The Primary classes it was thought best to examine orally, as heretofore.

During the months of January and February, the Superintendent was constantly engaged in this oral examination. The propriety and feasibility of extending written examinations to all the Primary grades were carefully considered, and finally it was concluded that such a course was not only practicable but advisable. During the last week of March, all the pupils of all the schools, except the High School, were subjected to a written examination in every study pursued except Reading.

About the first of May the Superintendent began a systematic examination of the classes of the Intermediate and Senior grades in Reading, the primaries having been examined in this branch in January and February; but unfortunately, after examining a few schools, sickness prevented the completion of the work.

From the duly ascertained results of these several examinations, the following table has been collated. This table, it is believed, fairly exhibits the condition of the schools during the year :

TABLE

SHOWING THE CHARACTER OF THE EXERCISES IN THE SEVERAL SCHOOLS AT THE TIME OF THE EXAMINATIONS AND THE ORDER THEREIN.

STUDIES.	Excellent.	Good.	Fair.	Bad.	Total classes examined.
Arithmetic	52	141	95	21	309
Grammar	16	18	7	2	43
Geography	59	38	25	7	129
Reading	21	118	63	12	214
Spelling	105	103	44	10	262
Writing	3	25	7	....	35
History	6	6	....	....	12
Music	85	75	38	1	199
Drawing	52	81	61	....	194
Total	399	605	340	53	1,397
Order	60	50	17	3	Depts. 130

In the year 1877-8, 1,264 classes were examined; this year, 1,397 an increase of 133 classes. The aggregate number of scholars examined last year was 8,792. This year, the aggregate number examined in December and during the oral examinations was 8,588; in March, 8,772. The attendance was decreased this year by the existence of an epidemic in the neighborhood of two of our largest schools at the time the examinations occurred.

Last year, 243 of the classes were ranked *excellent*, 558 *good*, 401 *fair*, and 50 *bad*. Under the head of *excellent* there has been an increase this year of 156, and of the *good* of 115; of the *fair*, there is a decrease of 67, and of the *bad* of 1.

The fair inference from these results is that the condition of the school has improved decidedly.

Upon a careful digestion of the results of the several examinations, together with the impressions made by personal visits, the following discussions of each branch of study and school economy are based.

READING.

Of the 214 classes examined in Reading, 21 were adjudged to be *excellent*, 118 *good*, 63 *fair*, and 12 *bad*.

The number of classes examined in this subject was 79 less than last year. The reason of this diminution has been given above.

In the Primary grades, there has been considerable improvement, due, I am convinced, to the adoption of a uniform and well-tested method of beginning instruction in this most essential branch. The teaching of the alphabet *directly* has been prohibited. The "combined word and phonic method" is now in use in every primary.

One unacquainted with the results obtained through this method of teaching reading would be astonished at the rapid, uniform, and sure progress made by the youngest pupils under the instruction of competent teachers. Then the progress is so natural withal; such words only are first introduced to the learner as he already knows by ear, and the eye is quickly trained to recognize the forms which represent familiar sounds; then by constantly pointing out and frequently recurring to the differences and resemblances of objects and forms—a process which is the foundation of the acquisition of knowledge of whatever kind—the instructor teaches the child not only to know words and phrases by sight, but also unconsciously but surely to form habits of thought and inference invaluable in after life.

From words and phrases to sentences, the transition is easy. Here, however, the greatest care must be used to prevent the mere memorizing of the words. The thought ex-

pressed by the sentence must be clear in the mind of each scholar before he attempts to read it ; a simple repetition of the words is not reading. No pupil should be allowed to pass by a sentence until he knows its *sense*, and can express that sense so clearly that all who hear may also understand. No matter how slow and tedious the process, the teacher who does not succeed in making each pupil ascertain the thought contained in every sentence, and then express that thought with precision, has so far failed.

On one occasion, I found a teacher of considerable experience compelling her pupils painfully to imitate her own reading of each sentence. Of course, the little ones readily caught her tones and inflections, and rendered the sentences with parrot-like fidelity. After listening some time, I asked the teacher how soon by this mimicking process she could prepare the children to express the meaning of a new sentence of their own accord? With a sudden rush of conviction, she instantly replied, "Never!"

Children of smaller as well as those of "larger growth" are willing to allow others to do their thinking for them. The place to begin the development of the thinking faculty is *at the beginning*. Let the progress be never so slow, it is real progress when the child is compelled to discern the thought before attempting to express it.

Teachers in the Primary grades are now unanimous in discarding the vicious practice of teaching reading by imitation, and are leading their pupils to a knowledge of the art of expressions through the avenues of thought alone.

In the Intermediate grades which have not yet felt the influence of the improved character of the reading in the Primaries, the classes are not in satisfactory condition. Scholars who have been accustomed to lean upon the teacher for the development of the sense of every paragraph, are loth to bestir themselves to independent investigation. The disciplinary influence of other studies begins here, however, to affect their mental habits, and scholars begin to search out the meaning of the reading lessons without direct assistance. How much toil and drudgery might have

been spared both to teacher and pupils, had their energies been properly directed from the start !

The Senior grades read much better. Pupils at this stage are maturing rapidly, and the habit of looking into the nature and meaning of things is more generally formed. Still there is much room for improvement here, especially where teachers cling blindly to the belief that children cannot discover and express thought without slavish imitation. In the higher grades, teachers have permitted other studies to crowd reading into the back-ground. Exercises in reading need not be as frequent in these classes as in the others, yet the subject should not be entirely neglected. The new course of study provides amply for reading in all grades. It is expected that the course will be strictly followed.

I have discussed this branch somewhat at length because of its great importance. As culture is widening in its influence, somewhat more is demanded than the bare ability to read a newspaper or a book for one's own amusement or gratification. The fireside and the social circle require the rising generation to contribute to the common happiness, by that due cultivation of the art of expression, which will enable it to render the living page intelligently if not artistically.

But of higher importance than this desirable result, is the inculcation through instruction in Reading of habits of careful thinking. Pupils compelled, while the mind is plastic, the curiosity lively, the perceptions active, and the memory retentive, to look for the thought before attempting its expression, will soon learn to compare carefully and judge with discrimination whatever is placed before their mental visions, and will thus be likely to become exact and judicial in their reasoning on all subjects.

In September last, Monroe's Reading Chart was placed in a number of Primaries, and, after a month or two of successful experience, it was put in use in every beginning class in the city. I must say that, in my judgment, no other educational appliance introduced in years has proven as useful as this. The materials for teaching reading by the

word and phonic methods are presented in admirable form. The only danger arising from the use of the chart is that teachers may lose individuality and independence by leaning too much upon it. I often take occasion to turn aside this tendency, by insisting on the frequent interpolation of independent exercises. In most of the chart classes, I find a smoothness of rendering and even accuracy of expression, in delightful contrast with the spasmodic and expressionless reading prevailing in like classes in the past.

In view of the fact that the majority of the pupils in the Primary grades, and many in the higher, have little and too often no accessible reading matter aside from the reading book, in many places it has become the practice to furnish the schools with subsidiary materials, thus giving a variety and breadth to each pupil's reading otherwise unattainable.

That this is a desirable and salutary practice goes without saying. The question to be considered is, how the needs of pupils in this direction may be supplied without incurring much expense. In some places, old or current numbers of inexpensive magazines are purchased; after they have been read by all the pupils in the grade to which the book is suited, they are passed on from school to school until all have used them. The Nursery, a child's magazine, can be procured at a very low price. The publishers of the Franklin Readers have issued an excellent volume of select reading for the use of higher grades. Hooker's Child's Book of Nature is quite extensively used as a supplementary reading-book. I would especially request that this subject be referred to the Committee on Text-Books and Course of Study for immediate consideration.

SPELLING.

Of the 262 classes in this branch, 105 were marked *excellent*, 103 *good*, 44 *fair*, and 10 *bad*.

These results compare favorably with those obtained last year, there being an increase of 20 *excellent* and 3 *good* classes, while the fair and bad are reduced proportionately.

Until the adoption of a system of phonetic spelling blesses some future generation, the absurdities and eccentricities of English orthography can be conquered only by daily oral and written exercises. Pupils are now required to be able to write correctly all the words in their reading lessons. By supplementing this work with lists of such words in common use from the spellers as are not found in the readers, a sufficiently broad course is obtained in this branch to meet the ordinary exigencies of life.

As evidence of the thorough work done in orthography, it is sufficient to state, that, of the 296 candidates for admission to the High School, 266 fulfilled the requirements of the Regents by spelling correctly 85 or more of the 100 words dictated.

ARITHMETIC.

The examinations in this subject embraced 309 classes—49 more than last year. Of these classes, 52 were marked *excellent*, 141 *good*, 95 *fair*, and 21 *bad*—an increase of 4 *excellent*, 16 *good*, 27 *fair*, and 6 *bad*.

These figures do not evince any general improvement over the work of last year; but I am convinced, from personal inspection, that the Primary grades have really improved.

Several faults, which were subjects of criticism last year, have almost disappeared. Especially is this true of the "fundamental operations." "Counting," a vice found in many classes in Addition last year, is almost eradicated.

The introduction of concrete work in connection with abstract operations—the teacher exercising due care that the work is kept within the easy comprehension of the learner—has proven a very satisfactory step. Teachers who at first were doubtful of the practicability of this plan are now convinced of its usefulness.

In introducing the subject of number, the tendency is still too much in the direction of theory. Perception and memory are the faculties to be aroused and guided at the child's

entrance upon this field of study. Although the memory will retain abstract ideas after many and oft-repeated efforts, they will be grasped much more easily and held more tenaciously when associated with sensible objects. When the child perceives that he is dealing with facts rather than abstractions, he will kindle with fresh interest in the too frequently tiresome study of numbers.

I believe that good methods of instruction in Arithmetic are now in use in nearly all the grades, and that, in the near future, teachers in the higher will not be obliged, as they have been hitherto, to do over or undo the work of primary teachers. The uniformity of method established during the year is already bearing legitimate fruit; and when the work becomes still more systematized under the new course of study, we can expect correspondingly increased proficiency.

One hundred twenty-nine (129) of the pupils examined at the last Regents' Examination showed the required proficiency in Arithmetic—a much larger number than last year.

GEOGRAPHY.

Of the 129 classes examined in Geography, 59 were found to be *excellent*, 38 *good*, 25 *fair*, and 7 *bad*. The large increase of 30 in the number of *excellent* classes shows that this subject has been well taught during the year.

Perhaps no other subject taught in our schools presents as great difficulties in the selection of what should be learned and what omitted as Geography. The danger is that pupils will simply amass a vast number of undigested facts, most of which are a useless burden to the memory. There are, however, leading principles which the careful teacher will ever keep prominent in his instruction. The facts of meteorology, and the laws governing them, the influences of climate and location upon the productions and occupations of a country, and a few other fundamental principles, should be kept constantly before the pupil. Such details as are

worth acquiring will be mastered with little effort in the natural development of the subject. In order to keep up interest in this subject, much depends on the ability of the teacher to answer promptly and satisfactorily the questions suggested constantly to young and eager minds.

Too many teachers are content to cling slavishly to the text-book and evade the natural and frequently pertinent inquiries of scholars, who, finding their curiosity thus checked, lose interest in the subject, and soon come to regard it as drudgery. Teachers, on the other hand, who are familiar with the phenomena and laws of nature, give a zest to the study by ready and intelligent explanations which arouse the pupils to active interest. Teachers who have been well prepared for their profession have resources at their command which will enable them to make this subject fascinating from the outset, while those who are deficient in this respect are constantly in a state of wonderment at their failure to render it attractive. Starting with a few general facts and rendering them clear by such local applications as are within the easy grasp of beginners, and fixing these facts by the frequent use of globe and map, the teacher will so direct the scholars' attention to the relations of the facts of Geography as to enable them readily to reach the general conclusions necessary to its comprehension.

The tendency to cram children with unimportant details is the one thing to be especially guarded against in teaching Geography. Only such general facts need be acquired as will enable pupils to assimilate and digest whatever phenomena they may meet hereafter in their reading or in the active pursuits of life. Humboldt would have been puzzled to locate the Norman's Kill, but every child should know the sources and tributaries of the Mississippi, as well as its influence on the commerce and prosperity of the vast region it drains.

One hundred and sixty-two (162) pupils passed the Regents' examination in Geography.

was $1\frac{4}{10}$. The average number of days lost by each teacher was $2\frac{9}{10}$.

The rule adopted by the Board, deducting a fixed sum for every absence, which went into effect in January last, has undoubtedly decreased the number of absences. Still, I believe, as I asserted last year, that "our teachers are as a rule exceptionally faithful in their attendance," and often are present to the detriment of health and consequently of permanent usefulness.

EXAMINATIONS.

Schools should be examined for three purposes : to ascertain the condition of scholarship ; to regulate promotions ; and to test teachers in the direction of discipline and method.

It will be remembered, that, last year immediately upon assuming his office, the Superintendent made a personal oral examination of every class in the schools. This involved severe labor, but was the only way in which exact knowledge of their condition could be obtained.

For the first two purposes above mentioned, oral examinations are inadequate. Their very nature prevents that uniformity of test essential to fair comparison in respect to scholarship or to an impartial plan of promotions. The examiner will, of necessity, so vary his questions and other tests, in order to prevent preparation for his coming, that, in a short time, classes of the same grade will have undergone quite dissimilar examinations.

Simultaneous written examinations alone can be relied upon to give results which will approximate the real condition of all the classes.

For the third purpose, and in some degree to supplement the other two, frequent visits of inspection by the Superintendent are indispensable. Such visits were made as often during the year as the multifarious duties of the secretaryship would permit. Next year, the Board having appointed

an assistant in the office, these visits will be made more frequently and more systematically.

As foreshadowed in the last report, it was determined this year to substitute written for the oral examinations. Accordingly, a set of question papers was submitted to all the classes of the Senior and Intermediate grades during the last week in December. The Primary classes it was thought best to examine orally, as heretofore.

During the months of January and February, the Superintendent was constantly engaged in this oral examination.

The propriety and feasibility of extending written examinations to all the Primary grades were carefully considered, and finally it was concluded that such a course was not only practicable but advisable. During the last week of March, all the pupils of all the schools, except the High School, were subjected to a written examination in every study pursued except Reading.

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From the duly ascertained results of these several examinations, the following table has been collated. This table, it is believed, fairly exhibits the condition of the schools during the year :

T A B L E

SHOWING THE CHARACTER OF THE EXERCISES IN THE SEVERAL SCHOOLS AT THE TIME OF THE EXAMINATIONS AND THE ORDER THEREIN.

STUDIES.	Excellent.	Good.	Fair.	Bad.	Total classes examined.
Arithmetic	52	141	95	21	309
Grammar	16	18	7	2	43
Geography	59	38	25	7	129
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Total.....	399	605	340	53	1,397
Order	60	50	17	3	Depts. 130

In the year 1877-8, 1,264 classes were examined; this year, 1,397—an increase of 133 classes. The aggregate number of scholars examined last year was 8,792. This year, the aggregate number examined in December and during the oral examinations was 8,588; in March, 8,772. The attendance was decreased this year by the existence of an epidemic in the neighborhood of two of our largest schools at the time the examinations occurred.

Last year, 243 of the classes were ranked *excellent*, 558 *good*, 407 *fair*, and 56 *bad*. Under the head of *excellent* classes, there is an increase this year of 156, and of the *good* 47; while of the *fair*, there is a decrease of 67, and of the *bad*, of 3.

The fair inference from these results is that the condition of the school has improved decidedly.

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The number of classes examined in this subject was 79 less than last year. The reason of this diminution has been given above.

In the Primary grades, there has been considerable improvement, due, I am convinced, to the adoption of a uniform and well-tested method of beginning instruction in this most essential branch. The teaching of the alphabet *directly* has been prohibited. The "combined word and phonic method" is now in use in every primary.

One unacquainted with the results obtained through this method of teaching reading would be astonished at the rapid, uniform, and sure progress made by the youngest pupils under the instruction of competent teachers. Then the progress is so natural withal; such words only are first introduced to the learner as he already knows by ear, and the eye is quickly trained to recognize the forms which represent familiar sounds; then by constantly pointing out and frequently recurring to the differences and resemblances of objects and forms—a process which is the foundation of the acquisition of knowledge of whatever kind—the instructor teaches the child not only to know words and phrases by sight, but also unconsciously but surely to form habits of thought and inference invaluable in after life.

From words and phrases to sentences, the transition is easy. Here, however, the greatest care must be used to prevent the mere memorizing of the words. The thought ex-

pressed by the sentence must be clear in the mind of each scholar before he attempts to read it ; a simple repetition of the words is not reading. No pupil should be allowed to pass by a sentence until he knows its *sense*, and can express that sense so clearly that all who hear may also understand. No matter how slow and tedious the process, the teacher who does not succeed in making each pupil ascertain the thought contained in every sentence, and then express that thought with precision, has so far failed.

On one occasion, I found a teacher of considerable experience compelling her pupils painfully to imitate her own reading of each sentence. Of course, the little ones readily caught her tones and inflections, and rendered the sentences with parrot-like fidelity. After listening some time, I asked the teacher how soon by this mimicking process she could prepare the children to express the meaning of a new sentence of their own accord ! With a sudden rush of conviction, she instantly replied, "Never !"

Children of smaller as well as those of "larger growth" are willing to allow others to do their thinking for them. The place to begin the development of the thinking faculty is *at the beginning*. Let the progress be never so slow, it is real progress when the child is compelled to discern the thought before attempting to express it.

Teachers in the Primary grades are now unanimous in discarding the vicious practice of teaching reading by imitation, and are leading their pupils to a knowledge of the art of expressions through the avenues of thought alone.

In the Intermediate grades which have not yet felt the influence of the improved character of the reading in the Primaries, the classes are not in satisfactory condition. Scholars who have been accustomed to lean upon the teacher for the development of the sense of every paragraph, are loth to bestir themselves to independent investigation. The disciplinary influence of other studies begins here, however, to affect their mental habits, and scholars begin to search out the meaning of the reading lessons without direct assistance. How much toil and drudgery might have

been spared both to teacher and pupils, had their energies been properly directed from the start!

The Senior grades read much better. Pupils at this stage are maturing rapidly, and the habit of looking into the nature and meaning of things is more generally formed. Still there is much room for improvement here, especially where teachers cling blindly to the belief that children cannot discover and express thought without slavish imitation. In the higher grades, teachers have permitted other studies to crowd reading into the back-ground. Exercises in reading need not be as frequent in these classes as in the others, yet the subject should not be entirely neglected. The new course of study provides amply for reading in all grades. It is expected that the course will be strictly followed.

I have discussed this branch somewhat at length because of its great importance. As culture is widening in its influence, somewhat more is demanded than the bare ability to read a newspaper or a book for one's own amusement or gratification. The fireside and the social circle require the rising generation to contribute to the common happiness, by that due cultivation of the art of expression, which will enable it to render the living page intelligently if not artistically.

But of higher importance than this desirable result, is the inculcation through instruction in Reading of habits of careful thinking. Pupils compelled, while the mind is plastic, the curiosity lively, the perceptions active, and the memory retentive, to look for the thought before attempting its expression, will soon learn to compare carefully and judge with discrimination whatever is placed before their mental visions, and will thus be likely to become exact and judicial in their reasoning on all subjects.

In September last, Monroe's Reading Chart was placed in a number of Primaries, and, after a month or two of successful experience, it was put in use in every beginning class in the city. I must say that, in my judgment, no other educational appliance introduced in years has proven as useful as this. The materials for teaching reading by the

word and phonic methods are presented in admirable form. The only danger arising from the use of the chart is that teachers may lose individuality and independence by leaning too much upon it. I often take occasion to turn aside this tendency, by insisting on the frequent interpolation of independent exercises. In most of the chart classes, I find a smoothness of rendering and even accuracy of expression, in delightful contrast with the spasmodic and expressionless reading prevailing in like classes in the past.

In view of the fact that the majority of the pupils in the Primary grades, and many in the higher, have little and too often no accessible reading matter aside from the reading book, in many places it has become the practice to furnish the schools with subsidiary materials, thus giving a variety and breadth to each pupil's reading otherwise unattainable.

That this is a desirable and salutary practice goes without saying. The question to be considered is, how the needs of pupils in this direction may be supplied without incurring much expense. In some places, old or current numbers of inexpensive magazines are purchased; after they have been read by all the pupils in the grade to which the book is suited, they are passed on from school to school until all have used them. The Nursery, a child's magazine, can be procured at a very low price. The publishers of the Franklin Readers have issued an excellent volume of select reading for the use of higher grades. Hooker's Child's Book of Nature is quite extensively used as a supplementary reading-book. I would especially request that this subject be referred to the Committee on Text-Books and Course of Study for immediate consideration.

SPELLING.

Of the 262 classes in this branch, 105 were marked *excellent*, 103 *good*, 44 *fair*, and 10 *bad*.

These results compare favorably with those obtained last year, there being an increase of 20 *excellent* and 3 *good* classes, while the fair and bad are reduced proportionately.

Until the adoption of a system of phonetic spelling blesses some future generation, the absurdities and eccentricities of English orthography can be conquered only by daily oral and written exercises. Pupils are now required to be able to write correctly all the words in their reading lessons. By supplementing this work with lists of such words in common use from the spellers as are not found in the readers, a sufficiently broad course is obtained in this branch to meet the ordinary exigencies of life.

As evidence of the thorough work done in orthography, it is sufficient to state, that, of the 296 candidates for admission to the High School, 266 fulfilled the requirements of the Regents by spelling correctly 85 or more of the 100 words dictated.

ARITHMETIC.

The examinations in this subject embraced 309 classes—49 more than last year. Of these classes, 52 were marked *excellent*, 141 *good*, 95 *fair*, and 21 *bad*—an increase of 4 *excellent*, 16 *good*, 27 *fair*, and 6 *bad*.

These figures do not evince any general improvement over the work of last year; but I am convinced, from personal inspection, that the Primary grades have really improved.

Several faults, which were subjects of criticism last year, have almost disappeared. Especially is this true of the "fundamental operations." "Counting," a vice found in many classes in Addition last year, is almost eradicated.

The introduction of concrete work in connection with abstract operations—the teacher exercising due care that the work is kept within the easy comprehension of the learner—has proven a very satisfactory step. Teachers who at first were doubtful of the practicability of this plan are now convinced of its usefulness.

In introducing the subject of number, the tendency is still too much in the direction of theory. Perception and memory are the faculties to be aroused and guided at the child's

entrance upon this field of study. Although the memory will retain abstract ideas after many and oft-repeated efforts, they will be grasped much more easily and held more tenaciously when associated with sensible objects. When the child perceives that he is dealing with facts rather than abstractions, he will kindle with fresh interest in the too frequently tiresome study of numbers.

I believe that good methods of instruction in Arithmetic are now in use in nearly all the grades, and that, in the near future, teachers in the higher will not be obliged, as they have been hitherto, to do over or undo the work of primary teachers. The uniformity of method established during the year is already bearing legitimate fruit; and when the work becomes still more systematized under the new course of study, we can expect correspondingly increased proficiency.

One hundred twenty-nine (129) of the pupils examined at the last Regents' Examination showed the required proficiency in Arithmetic—a much larger number than last year.

GEOGRAPHY.

Of the 129 classes examined in Geography, 59 were found to be *excellent*, 38 *good*, 25 *fair*, and 7 *bad*. The large increase of 30 in the number of *excellent* classes shows that this subject has been well taught during the year.

Perhaps no other subject taught in our schools presents as great difficulties in the selection of what should be learned and what omitted as Geography. The danger is that pupils will simply amass a vast number of undigested facts, most of which are a useless burden to the memory. There are, however, leading principles which the careful teacher will ever keep prominent in his instruction. The facts of meteorology, and the laws governing them, the influences of climate and location upon the productions and occupations of a country, and a few other fundamental principles, should be kept constantly before the pupil. Such details as are

worth acquiring will be mastered with little effort in the natural development of the subject. In order to keep up interest in this subject, much depends on the ability of the teacher to answer promptly and satisfactorily the questions suggested constantly to young and eager minds.

Too many teachers are content to cling slavishly to the text-book and evade the natural and frequently pertinent inquiries of scholars, who, finding their curiosity thus checked, lose interest in the subject, and soon come to regard it as drudgery. Teachers, on the other hand, who are familiar with the phenomena and laws of nature, give a zest to the study by ready and intelligent explanations which arouse the pupils to active interest. Teachers who have been well prepared for their profession have resources at their command which will enable them to make this subject fascinating from the outset, while those who are deficient in this respect are constantly in a state of wonderment at their failure to render it attractive. Starting with a few general facts and rendering them clear by such local applications as are within the easy grasp of beginners, and fixing these facts by the frequent use of globe and map, the teacher will so direct the scholars' attention to the relations of the facts of Geography as to enable them readily to reach the general conclusions necessary to its comprehension.

The tendency to cram children with unimportant details is the one thing to be especially guarded against in teaching Geography. Only such general facts need be acquired as will enable pupils to assimilate and digest whatever phenomena they may meet hereafter in their reading or in the active pursuits of life. Humboldt would have been puzzled to locate the Norman's Kill, but every child should know the sources and tributaries of the Mississippi, as well as its influence on the commerce and prosperity of the vast region it drains.

One hundred and sixty-two (162) pupils passed the Regents' examination in Geography.

GRAMMAR.

The classes examined in Grammar numbered forty-three (43). Of these 16 were ranked *excellent*, 18 *good*, 7 *fair*, and 2 *bad*.

How Grammar should be taught was briefly discussed in last year's report. During the year, the theme was introduced at one of the monthly meetings of the principals, and, after full and prolonged discussion, it was almost unanimously agreed that the methods heretofore used are faulty and barren of practical results.

The proposition that a series of language lessons, to precede and prepare the way to the study of the science of Grammar, should be made a component part of the course of study, was at once assented to without opposition.

These language lessons are to be made the means by which the child shall be led gradually to the adoption of good usage both in writing and speaking. They should begin at the outset of the child's school career. Good usage must be inculcated by the teacher through precept and example every day. Bad usage and solecisms in spoken or written expression must be corrected at every opportunity.

The reflex influence of this practice of constant criticism upon the teacher herself cannot be other than salutary. I have been astonished many times to hear ungrammatical language fall from the lips of teachers who, I know, are excellent theoretical grammarians. This is surely an outgrowth of the system of endeavoring to impart good usage by the study of technical Grammar alone.

When, however, the teacher becomes a constant critic of the speech of children, she will soon learn to apply the same tests to her own, and will be chary of using words and expressions which she would feel compelled to condemn in others; and thus she will become a model of good usage to her scholars.

As soon as the pupil advances far enough to be able to write sentences, the lessons in language will be made to as-

sume a more systematic character, for the purpose not only of attaining correctness of form and expression, but also of cultivating a taste for composition.

After six years of training in the art, the child, having obtained considerable knowledge of correct usage, is now prepared to study the science of Grammar, or, in other words, the principles by which usage is governed.

By beginning with the sentence and its components, subject and predicate, at first unmodified, and then gradually introducing all their modifiers; the greatest care being exercised to elucidate the office of each part of speech before giving its name and definition, the pupil can be slowly but surely led to a clear understanding of the principles which govern the expression of thought.

The method thus barely sketched is now in general and successful use in our schools; and as soon as the adoption of a text-book, based on a similar plan, permits a greater uniformity of application, instruction in Grammar will receive a healthful impetus, and the labors of both teachers and pupils be made lighter. I would not, however, urge the adoption of a new text-book, or any change in method simply because they may prove easier and pleasanter. Changes which merely smooth the road to knowledge, may also destroy those asperities which are the spurs to investigation and independence of thought.

The importance of the study of Language cannot be overestimated. It is disciplinary in that it leads to habits of discrimination and careful judgment. It enters, as no other study can, into the daily acts and duties of life. Mathematics is, after all, of occasional use only, while language, either spoken or written is in constant requisition.

Without derogating, in the least, from the utility and importance of Arithmetic and other branches of study, it must be admitted that Language is and must always be, from the nature of things, the paramount study. It is therefore well that the educational world is awakened to this significant truth, and that everywhere courses of study have been modified so as to give this branch due scope.

Almost no attention has been given for some years in our Grammar schools to composition. Our revised course provides amply for this most useful exercise, and there can hereafter be no excuse for its neglect.

That technical Grammar has been well taught during the year is sufficiently evidenced by the fact that 288 pupils passed the Regents' examination in this subject.

HISTORY.

Of the 12 classes examined in United States history, 6 were pronounced *excellent*, and 6 *good*. This subject is as well taught in our schools as can be expected from the nature of the subject, and the time devoted to it. The course will hereafter be extended through a year and a half, instead of one year as hitherto. This will enable teachers to assign a less amount for each lesson, and permit the scholars to become accustomed gradually to the habit of thought and study required by a branch so entirely differing in character from those they have been previously pursuing. A really excellent text-book on United States History does not exist, within my knowledge. They are either dry, colorless recitals of facts, as is the one in use, or they are so diffuse and rambling, that, while they are pleasant story-books, the labor of sifting the wheat from the chaff renders them decidedly ill-adapted for class use. It will be wiser to retain the somewhat objectionable book we have, and depend upon the teacher to supplement it by such illustrations and inferences as he can draw from his own reading than to make any change.

PENMANSHIP.

Thirty-five departments were examined in Penmanship. Of these 3 were marked *excellent*, 25 *good*, and 7 *fair*.

More attention was given to instruction in this art during this year than during the previous one. The methods used are good and generally well administered.

When to begin the use of script letters is a subject which has been much mooted of late. It has heretofore been the universal custom to practice pupils for two or three years in *printing* the small and capital letters, and copying words and sentences from the Reader. It is now admitted, that, as far as Penmanship is concerned, this supposed preparatory work is worse than useless—that when instruction in script is begun, the previous practice proves to have been a real disadvantage. The principles of the formation of script letters are so utterly unlike those of the printed alphabet, that any facility in forming the latter has little if any beneficial effect.

It seems clear to me that the place to begin instruction in script is the moment the pencil and slate are put in the hands of the pupil. I found, on inquiry, that this course is pursued in many places with entire success. I therefore directed this plan to be put in operation several months ago, and experience has thus far justified this course.

The writing is, of course, with pencil until the child obtains command of hand sufficient to use the pen. The only objection I have heard, is that raised by agents of writing-book publishers, that the pencil differs so from the pen in manner of holding, that children may form habits of position difficult to eradicate. There is some force in this argument; but the advantages derived from immediate and early practice in the script forms are so evident and manifold as to render this objection of little account.

It would be, to be sure, in the interest of publishers to place the pen and copy-book in the hands of pupils from the start. We do not propose, however, to postpone instruction until we can make it profitable to these interested parties. Our purpose is to extend the knowledge of this essential art to as great a number as possible; we will use the pencil, therefore, until it is practicable to replace it with the pen.

MUSIC.

Of the 199 classes examined in Music, 85 were ranked *excellent*, 75 *good*, 38 *fair*, and *one* only *bad*. This department, under the skillful direction of Prof. Lloyd, is progressing finely. Teachers and scholars unite in commending the method of instruction in use. The only drawback noticed is that the Musical Director is so hampered by lack of time, that newly appointed teachers do not become acquainted with the system as rapidly as would be desirable. A remedy for this difficulty will be suggested in subsequent pages of this report, in connection with the discussion of the necessity of a Teachers' Normal Class.

The suggestion contained in last year's report, that a plan similar to that used in teaching Music in the other schools be instituted in the High School, is earnestly renewed.

DRAWING.

In this subject 194 classes were examined. Of these, 52 were found to be *excellent*, 81 *good*, 61 *fair*, and none *bad*.

The work performed this year in Drawing has well borne out the promise of the previous one. The system of instruction is now well established, and extends throughout the Primary and Grammar Schools as well as through one year in the High School.

In addition to the favorable results developed through written and oral examinations, an exhibition of selected original designs, comprising some three thousand specimens, gave strong evidence of decided progress in this art.

This exhibition was held in the High School chapel during two days and two evenings in June last. Hundreds of interested spectators viewed the drawings, and words of high commendation were heard from every side. It was especially interesting to note how much individuality appeared in very many of the designs, where one who understands the system would naturally expect a monotonous

expression throughout. The Board wisely set apart the afternoon of each day of the exhibition to the pupils of the schools, in order to give them the opportunity to view the designs, and by comparison and inspection to derive useful lessons in the art. As a means of art education to the pupils alone, the exhibition was worth many times its cost.

I would recommend, however, that the exhibition another year be postponed until the first week of vacation, in order to prevent interruption to the regular school exercises.

The difficulty alluded to, in connection with the instruction in Music, occurred in much greater degree in the department of Drawing. Mr. Hailes took charge this year of the instruction in the High School, and, as his time has been always wholly occupied, the hours given to the High School were necessarily subtracted from those previously devoted to the other grades; consequently a large number of departments were deprived of the valuable directory services of the Drawing-master. Unfortunately the departments which were thus left without special guidance were the very ones which most needed such guidance, because they are the ones to which most of our young and inexperienced teachers are assigned.

This difficulty must increase every year as Drawing is extended further in the High School course. Next year, Mr. Hailes must devote twice the amount of time to the High School that he did last year. The simplest remedy for this growing evil (for it must be remembered that an average of 15 new teachers is appointed each year) would be to appoint an assistant drawing teacher to take charge of the Primary grades. This would involve increased expense, but would insure efficiency.

Another way to meet this exigency would be to employ a special teacher of Drawing for the High School, and thus permit Mr. Hailes to devote his entire time to the Grammar and Primary Schools. This plan would involve greater expense than the former—the grade of work requiring superior qualifications on the part of the special teacher.

The Teachers' Normal Class would, however, supply what is needed without expense, as will be explained in the discussion of that topic.

DECLAMATION.

Owing principally to the lack of time, little attention has been paid, for several years, to drill in the art of Declamation. This subject has, however, been amply provided for in the new course of study. A few lessons, in preparation for the annual exhibition, have been all that teachers could give for some years past. Hereafter regular exercises, at stated periods, will take the place of these spasmodic efforts. Some incentive is, however, necessary to keep up a lively interest. The best incentive is opportunity to appear before audiences. Our annual exhibition has proven entirely inadequate. One evening in a year permits a very small representation from twenty-five schools, embracing an average attendance of over 9,000 pupils. The exhibition is very unsatisfactory also, in that out of the thousands of parents and friends who would like to be present, at the highest, fifteen hundred only can be seated in our largest hall. The importunities to which members of the Board are annually subjected for tickets of admission have increased in number and persistency, until they have become almost unbearable.

In order to remove these annoyances, and at the same time offer opportunity to all the schools for fair representation, and thus stimulate the ambition of pupils, I would offer the following suggestions: First, let the annual exhibition, in its present form, be abandoned. Let the schools be divided into four groups, and let each group give one public exercise during the year. The High School chapel would be ample in size for these occasions.

These exercises could be given at different periods of the year, without interference with regular work. The audiences would, in each case, be drawn from widely separate localities, and the desire of parents and friends to attend

would be largely gratified. Four thousand persons could be present at these four exercises, in place of the fifteen hundred accommodated heretofore. The expense of these exercises could be made almost nominal by having them in the day-time.

In place of the annual exhibition, I would recommend a public exercise in which the scholars admitted to the High School each year should take part, constituting this a graduating exercise from the Grammar Schools. The character of the exercises on this occasion could be determined by the Committee on Examinations, under whose charge this matter would naturally fall.

I believe that too much importance cannot be given to each transition in the career of a child ; and surely no turning point warrants emphasizing, by ceremony and public congratulation, more than that of passing from the Grammar to the High School.

OBJECT LESSONS AND CALISTHENICS.

Object lessons and the practice of calisthenics are in use in all the primaries. Success in imparting information and stimulating curiosity and its consequent investigation by means of object lessons, depends so much on aptitude in the instructor, that the results vary considerably. Many teachers have failed in this branch through want of preparation or lack of self-confidence. The want of proper normal training is very evident in these cases. No teacher of the literary attainment which we now demand of all appointees need fail in giving good object lessons. Considerable attention was given to this exercise by the Superintendent during the year, and, although he is pleased to report considerable improvement, there is yet opportunity for more.

Frequent exercises in light gymnastics have been insisted upon for both the physical and mental benefit of pupils. A mere change of position is restful to a young child. These exercises open a safety valve for the restless activity

of little ones which would otherwise burst into disorder and lawlessness, or, if repressed by severe discipline would relapse into dullness and apathy.

DISCIPLINE.

The order of the schools has improved both in kind and in degree. Sixty departments were marked *excellent*, 50 *good*, 17 *fair*, and only 3 *bad*.

A long and earnest discussion upon the question of the abandonment of corporal punishment was had at a meeting of the Grammar School Principals.

Although its abolition was advocated by one Principal only, the rest were unanimously of opinion, that, while the power to inflict corporal punishment should not be taken away, its infliction should be reserved for extreme cases only. The arguments which led to this conclusion would certainly, if borne out to their legitimate sequence, make for abolition. Still the verdict tends to the side of humanity and the best discipline. Perhaps the whole question is largely one of personal application rather than of general principles. Each person must be a law unto himself in respect to the means of attaining and maintaining good order.

All will agree upon the result to be reached in this direction ; but the personal equation will always have much to do with the means of attaining that result. One thing I am satisfied of ; viz., that while those schools which report the greatest number of cases of corporal punishment do not present the best models of order, neither do those which report the least, furnish samples of disorder. The inference is plainly in favor of keeping these cases at the lowest possible minimum. The Board has wisely restricted the use of the rod to Principals. Teachers are rapidly discerning that their ability to preserve order is determined by inverse ratio of the number of pupils sent to the Principal for punishment, and generally they exhaust every resource in their power before calling in the superior authority.

When all teachers understand that the taking away of privileges is more conducive to good order than is direct punishment; when they make it their business to understand enough of each scholar's nature to determine to what influence each is responsive; when they are able, on occasion, to create privileges suited to varying dispositions, the loss of which will appeal strongly to any child, rapid strides will have been taken towards the best condition of discipline which, while it restrains any tendency to turbulence, never represses individuality and free development.

After all, the really good instructor has the least difficulty in respect to government. He who can maintain that lively desire for self-improvement which gives no leisure for disorder, holds an easy but firm rein over his scholars. Whenever I am told that a certain person (and there are unfortunately many such) would be an excellent teacher if he had only some genius for order, I have always a strong suspicion that the apology is but a thinly veiled euphuism for incompetence.

COURSE OF STUDY.

The Superintendent, aided and advised by the Principals, has effected a reconstruction of the Course of Study. After a trial of five years, it became evident that the course in use was not well-adapted to the conditions of the schools; the chief fault lay in the short time devoted to the accomplishment of the work contemplated. The experience of most of the schools demonstrated that the average scholar could not fulfill the requirements of the course in eight years. There were also omissions to be supplied, and a proper division to be made of the courses of Music and Drawing which were unprovided for.

The difficulty of providing a course of study which shall not be a mere cast-iron net-work, cumbrous and inflexible, but one sufficiently elastic to fit itself to the varying conditions of individual schools in so large a system as ours, is indeed great. Such a course cannot be formulated in the study. Personal observation must be united with theoretic-

cal deductions. The models afforded by other localities can be studied with profit; but each locality has its own characteristics, with which the course must readily assimilate in order to be a practical system, in accordance with which effective work may be performed.

Objections have frequently been made to a graded course of study, on the ground that its tendency is to absorb individuality; to reduce all brought under its influence to a dead, monotonous level; that an ungraded course produces brilliant individual scholars, while the graded one produces uniform, but mediocre scholarship, just as the mint turns out its countless counterparts, each bearing the impress of the same die.

Let us see if this be true. Take a branch of instruction which has been more closely graded and systematized than any other; viz., Penmanship. The principles of this art are now well settled; the same methods of application are in almost universal use; each step is laid down with the greatest exactness, and all the pupils of a grade take daily the same lesson and advance simultaneously; yet examine the manuscript of any class at the completion of the course, and the handwriting of each scholar will be found to be marked with an unmistakable individuality.

So with other branches; the same tools are given to each pupil, their use is explained in the same way, yet each will produce results in strict accordance with his individual nature. The objectors to graded schools forget that the end of our school system is "the greatest good to the greatest number;" that the mass is to be elevated, not individuals. Individuals possessing genius or extraordinary ability will rise above the mass, whether gradation exist or not.

Having determined that the course of study needed revision, and feeling that a work of such vital importance should not be done without bringing to bear upon it every force and influence within control, the Superintendent presented this matter at a meeting of Principals, and called upon them for assistance and advice. A committee appointed for that purpose submitted a scheme of gradation which was closely

scanned and earnestly debated. Amendments and additions were discussed and weighed at a number of meetings held for this special purpose, and after several months' consideration, during which some conflicting views were harmonized, and some compromises made, the course was perfected, with nearly the unanimous consent of the Principals to every item. It was then presented to the Board by the appropriate committee, and adopted.

The new course, which will go into effect at the beginning of the next school year, differs from the previous one as follows:

First. The time embraced by this course is nine years instead of eight, as heretofore. This period will permit the average scholar to acquire a thorough knowledge of all the subjects laid down, without that undue haste and feverish exertion which has heretofore often resulted in incompleteness and superficiality. A pupil above the average will always be permitted to complete the course without regard to the time occupied, and, *per contra*, one below the average will not be permitted to advance until properly prepared, no matter how many years he may require.

Second. Geography is begun six months earlier than hitherto. The instruction during this period will be oral, and will thus supply a means of preparing scholars for the use of a text-book. The want of this preparatory course at this precise period has long been felt.

Third. Language lessons have been introduced prior and leading to the study of Grammar. Of course the study of Language begins with the scholar's entrance into school, but is confined necessarily to familiar talks and the corrections of the most common errors until the third year, when systematic instruction in the art of writing and speaking the mother tongue will begin. This course will embrace four years. This I regard as the most important modification effected. I anticipate with confidence the happiest results from this most essential study.

Fourth. An additional six months is given to United States History. The advantage of this change has already been alluded to.

Fifth. Rhetorical Exercises or Composition, Declamations and Select Readings as occasional exercises are to occur during the last three years of the course, instead of the last two as heretofore.

Sixth. The writing of script has been substituted for printing at the beginning of the course, as described above.

The foregoing are the most obvious differences between the old and the new course. A better subdivision of the work in each subject was the natural result of adding a year to the course.

A manual of brief instructions to teachers, to accompany the outlined course of study, is in course of preparation. When this is placed in the hands of the teachers, the new course of study will be fairly launched. Its merits and demerits must then be left to the crucial test of use.

PROMOTIONS.

Promotions will hereafter be made from grade to grade, semi-annually, as will be provided by the new course of study.

The year will be divided into two semesters, and simultaneous examinations will be submitted to all the grades in January and June. The promotions of *classes* will be based on these examinations. Individuals may, however, be promoted at any time. Scholars who are both ambitious and industrious will never be compelled to wait for more slowly advancing classes, no more than classes will wait for laggards or dullards.

Principals are directly charged with the execution of these regulations, and will be expected to give considerable time to them, especially to the matter of individual promotion, which must become one of the most important elements of their administration. When these cases are promptly and wisely attended to, the most plausible objec-

tion to a graded course of study will be deprived of even seeming weight.

During the past year, there were 1095 pupils promoted to the Intermediate grades, 715 to the Senior grades, and 236 to the High School.

SANITARY CONDITION.

The condition of the older school buildings, especially Nos. 1, 2, 3, 4, 5, 7, 8, 9 and 10 as to light and ventilation, is deplorable. In many cases the supply of light is so nearly cut off by surrounding buildings, that, often on rainy or cloudy days, the afternoon sessions are practically shortened. At first glance, it would seem absurd to speak of using artificial light in a building closed as early as four o'clock in the afternoon. The only other possible remedy for this serious defect is the erection of new buildings on sites where the ingress of light cannot be prevented by adjacent structures.

A long series of years must elapse before this latter remedy can be applied. It is recommended, therefore, that gas-light be furnished in those rooms where most needed, especially in Schools Nos. 1, 2 and 10. The cost of fixtures and of the gas consumed would be very slight compared with the time gained and the prevention of injury to the eyesight of scholars, who are now often compelled either to work in a dim twilight or to desist.

The problem of properly ventilating these building is not as easy of solution. Many devices for the improvement of old buildings in this respect have been tried in various cities, but, after considerable investigation, I am unable to recommend any plan except the radical one of demolition, and the erection of new buildings. Were the Board empowered to use the money which could be obtained by the sale of old buildings and sites in the building of new school-houses, proper ventilation could be readily obtained. It is to be hoped that the necessary powers may be obtained from the Legislature, in order that our scholars shall no

longer be compelled to breathe the impure air too frequently found in these antiquated buildings.

In the meantime, all that can be done is for teachers to use every means in their control for the admission of fresh and the expulsion of foul air. This can be done frequently, even in the coldest weather, by keeping the children in motion, marching and exercising while the doors and windows are opened. The change of air effected at recess is not sufficient; the change should be made two or three times during each session.

The alterations made in Schools Nos. 6, 12, 14 and 18, during the vacation, have rendered these buildings much less objectionable in respect to ventilation than hitherto.

The out-houses of several of the buildings, notably those of Nos. 6, 5 and 3, are located so near to the school-rooms as to be sources of great annoyance, if not of positive danger to health. It is to be hoped that these evils may be removed in the case of No. 6, by a change of location nearer the rear of the school lot; and in the cases of Nos. 5 and 3, by the sale of both buildings, and the erection of a new building to accommodate the pupils of both schools at some intermediate point, upon a lot ample in size to avoid the pernicious proximity of the out-houses.

EVENING SCHOOLS.

A full discussion of this theme will be found in the report of the special committee in charge.

If these schools are to be continued, I am decidedly of the opinion that they will prove useful only by providing instruction in higher grades than have hitherto been taught.

The inference that our population of school-age is sufficiently supplied with the means of primary education in the day schools, is fully warranted by the experience of the past three years.

The money and energy spent on evening schools during that time would, I believe, have been better expended had it been devoted to the extension of our facilities for instruc-

tion in the day schools. I do not urge the establishment of evening schools of a high grade, because I have grave doubts of the advisability of evening schools of any grade.

ADMISSION TO THE HIGH SCHOOL.

Of the 296 applicants for admission to the High School, 258 were candidates presented by the Principals of Grammar Schools, and the remainder were from various schools in the city and vicinity. Two hundred and forty-five in all were granted certificates of admission. Of the 51 rejected, 29 were from the Grammar Schools, or about 11 per cent of the number presented—a gain of 6 per cent, as compared with the previous class. As the standard of admission was this year made 5 per cent higher, this result is a gratifying evidence of general improvement in scholarship.

The Regents' questions were used as tests for admission. One hundred and twenty-nine pupils reached the requirements of the Regents in Arithmetic, 162 in Geography, 237 in Grammar, and 266 in Spelling. One hundred and one (101) were claimed as entitled to the Regents' certificates. This is the largest number ever claimed by us as the result of one examination.

The applicants were also tested in the subjects of United States History, Drawing, and Music, each of which was given due weight in estimating the proficiency of the candidates. The prospect for next year is, that a still larger class will be presented for examination. These facts demonstrate not only the growing prosperity of the High School, but also the excellence of the preparatory work of the Grammar Schools.

HIGH SCHOOL.

The Annual Report of the Principal will present the details of the work accomplished in this school during the year.

The award of a diploma of the highest rank to this institution, by the authorities of the Paris Exposition of 1878,

was very gratifying, as reflecting credit upon the administration of the school, as well as upon that of the system of which it is the outgrowth.

In my last report, I expressed my views fully in respect to some matters of administration in the High School, and suggested certain modifications which, in my judgment, were necessary, in order to effect the removal of some causes of complaint. I have not found any occasion to modify those views, but have rather been confirmed in them by the observation and experience of the year. A repetition of what was said last year would be superfluous. I will, however, speak of one point which I deem of great importance, namely, the promotion and degradation of pupils. Promotions and refusals to promote are now based entirely upon the Merit Rolls. Convinced as I am that this course has too frequently permitted scholars to advance and even to graduate, who have not attained that thorough acquaintance with the studies prescribed which should be demanded of them, I again urge that written examinations be made an auxiliary in determining a scholar's advancement.

While believing in a liberal policy in the admission of scholars to the advantages of the High School course, I also believe in insisting upon the maintenance of a high standard of scholarship by those who pursue that course. I am satisfied that the present system of marking class recitations and other exercises will never satisfactorily determine the attainments of scholars, unless it be supplemented by written examinations as nearly exhaustive of each subject as practicable. By giving to the results of these examinations equal weight with the results of recitation marks, and fixing a high percentage which must be attained before promotion will be permitted, the High School will advance in scholarship and usefulness. That some amendment is necessary is shown clearly by the fact that quite a number of graduates fail every year to obtain the certificate of qualification to teach, when tested by the Committee on Examinations. That these failures are not due to the difficulty of test-papers used, will be evident to any one who will look

over the rejected papers on file in the office of the Board. It will be seen also from these papers, that the failures are in the studies of the High School course more frequently than in the elementary subjects. It should not be inferred from what has been said that written examinations are not in use in the High School. They frequently occur ; but their results are not given sufficient importance in the graduation of classes.

I would recommend that hereafter appointments to vacancies which may occur in positions now held by women in the High School, be restricted to teachers of experience in the employ of the Board, thus offering a chance for promotion which will be a strong incentive to earnest work.

The course of study in the High School has always appeared to me somewhat too crowded for effective and thorough work. I would recommend the following changes in the English course. From the first year's studies, English Grammar can be profitably omitted. The preparatory course in this subject, as pursued in the Grammar Schools, furnishes all the acquaintance with technical grammar needed by the average scholar. An additional year devoted mainly to analysis and word parsing is supererogatory. Natural History, now given a short term in the second year, can be substituted in place of this study, thus giving opportunity for more complete mastery of the subject, instead of the necessarily superficial course hitherto taken. Making Natural History a first year study will give an entire year to Natural Philosophy, heretofore restricted to six months. Of the paramount importance of Natural Philosophy, both as a disciplinary and utilitarian study, there can be no question. In the past, not more than one-half the subject matter of the text-book has been given to pupils, and the parts omitted are of so great importance that the study has often seemed to be shorn of its finest proportions. I would, therefore, urge strongly this change in the course, and similar changes which will lop off useless lumber, substitute live subjects, and give ample time to the studies pursued.

I believe that the time thus gained can be given to the regular studies with results which will tell favorably on the side of better scholarship.

I also recommend at least one lesson per week during the first year in the art of English Composition. This can be effected by giving one of the proposed Natural History hours each week to this exercise. There are text-books on English Composition which could be profitably used in this connection.

TEACHERS.

The Board employed last year 222 teachers, including five teachers of special branches; viz., German, French, Chemistry, Drawing, and Music. Twenty-five (25) of these are men, and one hundred ninety-seven (197), women.

Of the twenty-five (25) men, twelve (12) are graduates of colleges, three (3) are Normal School graduates, one (1) is a graduate of the High School, and the remainder nine (9) were educated at various academies.

Of the assistant teachers, eighty-two (82) are graduates of the High School, sixty-seven (67) are Normal School graduates, and the remainder forty-eight (48) received their educational preparation in various academies and private schools.

The average length of service in this city of all the men is $11\frac{1}{2}$ years; that of the women $7\frac{1}{2}$ years. The longest term of service among the men is 35 years, and among the women 30 years. Three of the men and 11 of the women have taught in our schools 20 years and over. It will be seen from these items that the men are nearly all professional teachers, having made teaching a life-work; the same may be predicated of the 55 women who have served ten years and over.

It will be observed that the Board is obtaining most of its assistant teachers from the ranks of the High School graduates. This will hereafter be the main source of supply, and it would be well if it were made the sole source, were it not for one drawback. Experience has shown that teachers edu-

cated at the High School will, on the average, in time, prove more effective than those trained at Normal Schools or private academies ; this is the inevitable result of a four years' course as compared with one of two years only ; the resources in the way of wider attainments and greater discipline afforded by the High School must tell on the side of efficiency. Normal graduates, however, possess an advantage on entering the school-room which the High School alumnae can now attain only by long and trying experience : this advantage consists in the knowledge of methods imparted by Normal training. Entering upon her work with some knowledge of what to do, and how, the Normal graduate has at least a year, and often two years, the start of her High School colleague. At the end of two years, often the latter has become the better teacher, but at great cost to herself and very largely at the expense of the pupils under her charge. Had, then, our High School graduates an opportunity for Normal training before appointment as teachers, the only objection to the restriction of new appointments to this class would be removed. Can this lack of training be remedied ? A year devoted to Normal instruction additional to the High School course, or such a modification of the present course of study as would give opportunity for such instruction during the senior year, would remedy the defect in the preparation in the future. It is my conviction that a plan should be immediately perfected by which the necessary training may be supplied, and that it should be put in operation during the coming year.

TEACHERS' NORMAL CLASS.

The effect of such a change in the High School course would not, however, be felt for several years in the schools. In the meantime, we have thirty-six (36) teachers of less than two years' experience, most of them of one year's service or less, and the prospect is that this number will be increased one-half at or soon after the opening of the next school year. There are also some one hundred and fifty

persons holding the certificate of qualification who are candidates for future vacancies. Most of the appointments to be made for several years will be drawn from these expectants. Then we will probably have in our schools for a long time at least fifty teachers of limited experience and no Normal training, all acquiring what they lack in this direction at the expense of their scholars. What can be done to better this condition? In my last report this subject was discussed at considerable length, and it was concluded that a Normal training class for young teachers and candidates would be economical and profitable. A sum of money more than sufficient—enough, probably, for two years—was placed in the annual budget, and was duly raised for this purpose. The Board, however, failed to organize the class, although the expense for the past year would not have exceeded \$350.

In order to become conversant with the workings of a teacher's class, the Superintendent visited New York city, where one has been in operation for twelve years. It was found that the class was suggested by the same considerations of necessity and usefulness as have been detailed above. The Superintendent of Schools in New York, admitted to be one of the foremost educators of this country, stated that he regarded this class as absolutely indispensable, and that no other measure had done so much to advance the proficiency of the schools of that city as the Saturday Normal school. Your Superintendent spent a day in this school, and obtained valuable information in relation to its organization and conduct.

Determined, however, to learn the views of educators in a large number of cities, in order to obtain a more general view of the desirability of this proposed adjunct to our school system, the following questions were propounded to the Superintendents of about fifty cities throughout the United States :

1. "Have you a Saturday Normal Class for teachers, or a corresponding appliance?"
2. "If so, how long has it been in operation?"

3. "What is your opinion of the usefulness of such an appliance, with special reference to inexperienced teachers?"

Forty-one answers in all were received. Of these, 21 cities report that they have a Saturday Normal Class or an equivalent appliance, and highly approve of the same, viz.:

CITY.	How long in operation.	CITY.	How long in operation.
New York	12 years.	Hamilton, O....	8 years.
Oswego	27 years.	Portland, Me....	Not given.
Binghamton	1 year.	Paterson, N. J...	22 years.
Auburn	Not given.	Burlington, Vt..	4 years.
Syracuse	Not given.	Indianapolis	Not given.
Washington	5 years.	Dubuque	Not given.
Chicago	Many years.	Baltimore	5 years.
Milwaukee	Many years.	La Crosse	Not given.
Jersey City.....	15 years.	Newark	18 years.
Wilmington, Del.	7 years.	Des Moines.....	7 years.
Erie	5 years.		

Twelve have no Saturday Teachers' Class, but decidedly approve of the plan; viz., Troy, Schenectady, Ogdensburgh, New Haven, Springfield, Mass., Concord, Bridgeport, Conn., St. Louis, Dayton, O., Boston, Philadelphia, and Buffalo.

Four have none, and disapprove; viz., Utica, Lowell, Providence, Worcester.

Four have none, but express no opinion of the merits of the plan; viz., Watertown, Hartford, Cincinnati, Elmira.

Of the four disapproving, one, Worcester, draws all its teachers from a Normal school.

It will be seen that a Teachers' Normal Class is no experiment, but has stood the test of continued use in a large number of instances, and meets the approval of a very large majority of those having any opinion on the subject.

The plan proposed for the organization and conduct of this class is as follows:

PLAN FOR A SATURDAY NORMAL SCHOOL.

1st. The school shall be under the general charge and direction of the Committee on Examinations.

2d. The Superintendent of Schools shall be the executive head of the school.

3d. There shall be three instructors, to be selected by the Committee on Examinations and the Superintendent with special reference to experience and fitness, from the teachers in the employ of the Board ; the selections to be confirmed by the Board.

4th. All assistant teachers of less than two years' experience shall be required to attend the school.

5th. A regular roll of attendance shall be kept, and none shall be excused from attendance except by written permission of the Superintendent.

6th. The sessions of the school shall be held at the High School on each Saturday of a school week ; shall begin at 9.30 o'clock A. M., and shall continue for not more than three hours.

7th. The voluntary attendance of all teachers besides those of less than two years' experience, as well as that of all candidates holding certificates, shall be encouraged, and the same facilities for improvement shall be given them.

8th. The course of instruction, which shall include methods of teaching, discipline, etc., in all the grades of the public schools, shall be arranged by the Superintendent and the three instructors, who shall also determine the tests by which the progress and attainments of the attendants shall be ascertained.

9th. The complete course shall embrace a period of two years.

10th. No teacher of less than two years' experience shall be advanced in salary unless she gives satisfactory evidence of progress in the methods taught.

11th. The compensation of the three instructors shall be five dollars each for each session held.

The number of paid instructors can, for the present, be reduced to two. The main features of the above plan I believe to be complete. Arrangements have been made to give regular Normal instruction in both Music and Drawing without expense. The regular instructors in these branches are eager to obtain an opportunity to give instruction to all teachers, inexperienced or not, without compensation. This would remove instantly the difficulty connected at present with the teaching of these subjects, alluded to in previous pages of this report.

I can see no reason why this Normal Class should not be put in operation as soon as the schools open. Its necessity and usefulness cannot be gainsaid. The money is on hand for its maintenance for at least two years. The teachers to be specially reached are not merely willing but eager to attend. Two-thirds of those not required to do so have expressed an ardent desire to avail themselves of the experience and matured views of the instructors. All that is needed is an affirmative vote of the Board.

SUPERVISORY PRINCIPALS.

The weakest point in a large corps of teachers has always been in the Primary Departments. It is a frequent remark among educators, that as competent teachers should be in charge of Primary classes as of higher grades. No one controverts the correctness of this position. Yet new appointees are usually assigned to these classes. When a vacancy occurs in a higher grade, some one is immediately promoted from the Primary, and the new appointee, generally utterly inexperienced, takes charge of a class which all admit requires the best teaching talent in order to efficiency. It has been suggested, that, in cases like the above, the new appointee should be placed in charge of the class whose teacher has resigned; in other words, that the practice of promotions should cease. This would be a curious remedy. It would simply be relegating the defect from one grade to another. Driving a disease from the foot to the trunk or

the head is not a very certain method of effecting a cure. How, then, may this serious evil be eradicated? I do not believe that it can be wholly removed, but that the evil can be greatly mitigated I am sure. A thorough course of Normal instruction, either in a regular course or by means of a Teachers' Training Class, will do much. But these appliances will effect only an amelioration which will need supplementing in order to the best obtainable results. This supplementary work can only be done by giving principals an opportunity for supervision.

This consideration naturally leads to the discussion of the theme, "How much supervision by the principal is necessary to the proper conduct of a school?"

That some supervision is essential; that principalship means the overseeing of subordinates; that the devotion of all the experience, tact, teaching power and other high qualities, which are the controlling influences in the selection of a principal, should not be centered upon a limited number of pupils; but that, on the contrary, the personal influence of the head of the school should permeate every grade, and be felt by every teacher and scholar; that unless this last condition exist, the highest usefulness of the man is lost, cannot be gainsaid. These things being admitted, the question of supervisory work is no longer a matter of argument, but of practical application.

Evidently, the amount of time that a principal should devote to supervision, depends primarily on the number of teachers and classes in his building.

In small buildings with few teachers and a correspondingly small attendance, an hour or so each day would prove sufficient for the purposes of supervision. In the larger buildings, with from ten to eighteen assistant teachers and from 500 to 1200 pupils, this work cannot be well done without absorbing the major portion of each school-day, the remaining being occupied with matters of discipline and administration. It has been the policy of the Board, for some six years past, to give the principals of the large schools this opportunity of complete and constant supervision. That

the result has justified this policy is fully evinced by the confessedly marked improvement in scholarship and efficiency of all the schools thus administered. The large class of well-prepared students admitted yearly to the High School from these schools is striking proof of the propriety of this course.

I could cite instances, familiar to many members of the Board, of teachers who, prior to this practice of daily supervision by the principals, were crude in their methods, and apparently utterly incapable of producing any results worthy of the name, who have become efficient and successful teachers since they have been brought under the daily influence of their principals.

I find the experience of other cities to be the same as ours; wherever the greatest scope has been given to the work of supervision, the school system has taken giant strides in advance; when the opposite policy has been pursued, the schools stumble along in the ruts of mediocrity. In the one case principals are vivifying influences, moving teachers and scholars along to higher planes of achievement; in the other, they are "cabined, cribbed, confined" by the narrow limits of the class-room, while the school at large is left to struggle on as best it may.

It is to be hoped then, that wise counsels will prevail, and that no retrograde step will be taken.

TEACHERS' MEETINGS.

Once a month during the year, the Principals have met with the Superintendent for the purpose of discussing matters of interest relating to the welfare of the schools. Subjects for discussion were announced in advance, and one or two persons were named to lead in the debate. All present were given full opportunity to express their views. A complete interchange of opinions was thus obtained, and much mutual benefit derived. Among the themes of discussion were Corporal Punishment, Methods of Teaching Grammar, Written Examinations, the Course of Study, etc.

These meetings I believe, to have been not only productive of practical results, but also to have stimulated that *esprit de corps* so essential to the unity of the school system. They will be continued during the coming year.

CONCLUSION.

In glancing over the work of the year, while conscious that some things have been left undone which ought to have been done, and that some needed reforms are only partly effected, still I believe that a real advance in efficiency has been made along the whole line. The year has not broken its "word of promise," but in many respects has exceeded expectation.

I cannot close this report without renewing my thanks to all the members of the Board for their kindly consideration and frequent hearty support. To the Teachers generally, and the Principals especially, my thanks are due for ready and cheerful co-operation in everything which all believed tended to the welfare of the schools.

CHAS. W. COLE,
Sup't. Schools.

ALBANY, N. Y., *Sept.* 1, 1879.

STATEMENT
OF THE AVERAGE NUMBER OF PUPILS IN ATTENDANCE EACH MONTH DURING THE YEAR ENDING AUGUST
31ST, 1878.

SCHOOLS.	September, 1878.	October.	November.	December.	January, 1879.	February.	March.	April.	May.	June.	Average attend- ance.	Average number belonging.	Percent. of at- tendance.	No. of teachers.	Average number of scholars to each teacher.
High School	555	566	558	548	580	581	580	599	457	483	527	544	97	15	35
School No. 1	333	306	301	299	296	287	280	274	296	253	259	310	93	6	48
School No. 2	345	340	330	315	303	297	273	277	297	270	290	344	98	6	53
School No. 3	163	160	159	157	165	161	161	153	144	133	155	175	89	4	36
School No. 4	234	237	217	215	198	190	183	188	164	124	191	207	94	4	46
School No. 5	246	251	247	237	253	241	245	240	253	205	238	260	92	6	40
School No. 6	648	636	618	639	577	571	573	580	563	531	586	617	95	18	45
School No. 7	349	340	339	325	326	327	323	315	305	263	323	353	90	6	38
School No. 8	253	254	259	237	316	317	321	316	170	183	181	197	92	7	46
School No. 9	323	315	305	287	193	157	153	165	308	257	285	283	91	7	42
School No. 10	534	533	508	496	555	556	558	535	494	396	516	553	83	13	40
School No. 11	663	671	660	631	690	619	638	654	581	595	640	713	90	14	51
School No. 12	399	408	399	379	374	389	390	380	396	359	373	414	90	11	39
School No. 13	895	895	893	896	860	853	852	833	849	780	848	914	98	19	47
School No. 14	606	603	611	596	613	785	657	683	659	637	683	697	98	17	40
School No. 15	97	103	106	102	88	86	90	95	98	73	93	102	91	3	51
School No. 16	236	450	437	430	387	408	365	397	396	395	387	436	91	8	53
School No. 17	108	114	113	112	95	76	90	130	145	135	109	123	89	3	63
School No. 18	173	177	175	189	157	173	176	153	112	197	176	196	91	4	49
School No. 19	235	263	267	254	233	238	267	263	245	232	264	274	93	6	46
School No. 20	614	618	586	575	510	517	557	590	599	585	564	635	90	13	48
School No. 21	378	400	380	365	336	355	373	373	337	308	360	393	92	8	49
School No. 22	181	171	176	156	160	166	174	163	136	135	175	207	85	4	52
School No. 23	694	654	593	537	507	493	475	533	596	496	555	632	89	13	48
School No. 24	.....	311	304	170	164	163	165	170	183	160	177	205	86	5	41
Total.....	9,494	9,578	9,629	9,310	8,594	9,003	9,175	9,196	9,160	8,085	9,108	10,033	91.7	217	43

TABLE
SHOWING THE ATTENDANCE OF PUPILS IN THE PUBLIC SCHOOLS
FOR THE YEAR ENDING AUGUST 31ST, 1879.

SCHOOLS.	NUMBER ENROLLED.			Average daily attendance.	Average number belonging.	Per cent. of attendance on number enrolled.	Per cent. of attendance on number belonging.	Number of sittings.
	Boys.	Girls.	Total.					
High School..	239	351	590	527	544	.89	.97	617
No. 1	245	248	493	289	310	.59	.93	318
No. 2	233	296	469	320	344	.68	.93	350
No. 3	145	141	286	155	175	.54	.89	200
No. 4	172	152	324	191	207	.58	.94	206
No. 5	216	180	396	238	260	.60	.92	296
No. 6	358	438	796	586	617	.73	.95	510
No. 7	204	132	336	228	253	.68	.90	300
No. 8	263	249	512	322	347	.63	.93	338
No. 9	195	189	384	181	197	.54	.92	210
No. 10	238	238	476	295	323	.62	.91	348
No. 11	333	420	753	516	553	.69	.93	696
No. 12	524	516	1,040	646	713	.58	.90	666
No. 13	800	323	623	373	414	.60	.90	522
No. 14	661	589	1,250	848	914	.68	.93	902
No. 15	482	508	990	632	677	.64	.93	1,008
No. 16	90	71	161	93	103	.58	.91	142
No. 17	360	290	650	387	426	.60	.91	448
No. 18	106	112	218	109	123	.50	.89	253
No. 19	189	132	321	178	196	.55	.91	224
No. 20	232	227	459	254	274	.55	.93	244
No. 21	434	466	900	564	625	.63	.90	673
No. 22	298	269	567	360	393	.63	.92	504
No. 23	185	142	277	175	207	.63	.85	184
No. 24	547	509	1,056	555	622	.53	.89	608
No. 25	201	155	356	177	206	.50	.86	448
	7,400	7,232	14,632	9,193	10,022	.63	91.7	11,214

TABLE
SHOWING NUMBER OF HALF-DAYS' ABSENCES, NUMBER OF CASES
AND PER CENT. OF TARDINESS.

SCHOOL.	Half-days' absences.	Total cases of tardiness.	Average attendance.	Per cent of tardiness.
High School .....	.....	1,308	227	1.3
No. 1	1,452	926	589	1.6
No. 2	4,016	2,113	320	3.3
No. 3	1,826	778	155	2.6
No. 4	1,973	794	191	2.1
No. 5	3,653	1,977	238	4.2
No. 6	5,048	2,943	586	2.6
No. 7	4,250	2,025	228	4.3
No. 8	3,062	1,740	322	2.7
No. 9	3,345	570	181	1.6
No. 10	4,962	1,896	295	3.2
No. 11	4,572	1,728	516	1.7
No. 12	9,556	3,956	640	3.1
No. 13	5,387	2,396	373	3.2
No. 14	12,000	1,453	848	.8
No. 15	6,206	569	632	.4
No. 16	2,099	478	93	2.6
No. 17	5,452	1,760	387	2.3
No. 18	823	183	109	.9
No. 19	3,684	1,140	178	3.3
No. 20	1,222	2,310	254	2.5
No. 21	8,832	1,270	564	1.1
No. 22	5,391	1,420	360	1.9
No. 23	1,561	595	175	1.7
No. 24	7,651	2,856	555	.8
No. 25	3,041	1,782	177	5.0
Total	111,063	42,170	9,193	2.3

TABLE

NUMBER OF PUPILS AND THE NUMBER OF PROMOTIONS IN
SCHOOLS DURING THE YEAR ENDING THE 31ST DAY OF

Years of age.						
	6 years of age and under 10.	10 years and under 15.	15 years and over.	Promotions from Primary to Intermediate.	Promotions from Intermediate to Senior.	To High School.
64	306	147	443	42	25	..
65	198	123	1	35	28	23
66	174	80	20	50	15	..
67	232	90	2	56	12	..
68	146	210	10	35	11	7
69	304	411	48	53	64	28
70	22	220	18	..	25	7
71	233	387	13	17	11	10
72	238	39	..	37	35	..
73	217	210	23	28	21	7
74	67	624	62	..	127	46
75	467	438	10	93	49	9
76	237	303	40	29	35	11
77	555	580	28	107	65	25
78	220	671	74	9	88	51
79	87	49	1	36	..	..
80	324	256	2	29	17	..
81	138	35	..	45	10	..
82	200	34	..	21	..	..
83	201	124	21	21	19	3
84	430	341	29	132	17	8
85	226	199	..	13	10	..
86	193	65	..	52	30	..
87	629	271	1	150	..	..
88	160	107	3	5	..	..
1, 18	6,401	6,042	846	1,095	715	236
						77

TABLE
SHOWING THE REGISTERED NUMBER AND AVERAGE DAILY ATTENDANCE OF PUPILS FOR EACH YEAR SINCE 1856.

YEAR.	Number of schools.	Registered number.	Increase over previous year.	Decrease.	Average daily attendance.	Increase over previous year.	Decrease.
1857	13	6,529	.....	.....	2,654	.....	.....
1858	13	7,760	1,231	.....	3,181	527	.....
1859	13	7,832	72	.....	3,418	237	.....
1860	14	8,395	463	.....	3,793	375	.....
1861	15	9,182	787	.....	3,314	521	.....
1862	15	9,614	432	.....	4,463	149	.....
1863	15	6,431	.....	3,183	4,531	68	.....
1864	15	5,976	.....	455	4,207	.....	324
1865	15	5,981	5	.....	4,289	82	.....
1866	15	6,072	91	.....	4,340	51	.....
1867	15	8,880	2,809	.....	4,373	33	.....
1868	15	9,414	534	.....	4,817	434	.....
1869	16	9,665	251	.....	5,021	204	.....
1870	16	9,933	269	.....	5,489	468	.....
1871	22	10,939	1,006	.....	6,179	690	.....
1872	24	12,060	1,121	.....	6,991	812	.....
1873	24	12,327	267	.....	7,088	97	.....
1874	25	12,460	133	.....	7,095	7	.....
1875	25	13,773	313	.....	7,340	245	.....
1876	24	14,941	1,168	.....	7,998	658	.....
1877	24	14,412	471	.....	8,564	566	.....
1878	25	14,024	.....	388	9,076	488	.....
1879	26	14,632	608	.....	9,193	117	.....

REPORT

OF THE

Executive Committee on High School.

ADMISSION OF PUPILS.

ALBANY, *June 16, 1879.*

to the Board of Public Instruction :

The Executive Committee on the High School respectfully report that the annual examination of candidates for admission to the High School was held in the buildings of the Manual Schools Nos. 6, 11, 12 and 14, on the 5th and 6th days of June.

The whole number of candidates present was as follows :

From School No. 2....	23	From School No. 12...	14
" 5....	9	" " 13...	11
" 6....	28	" " 14...	25
" 7....	12	" " 15...	52
" 8....	12	" " 20...	6
" 10....	11	" " 21...	13
" 11....	42	From other schools....	38
			<hr/>
			296
			<hr/>

The examination was held on the days designated by the Board of the University, and the test papers used in the examination in arithmetic, grammar, geography and spelling were those prepared by the Board of Public Instruction. In arithmetic, twenty-eight questions were submitted, in grammar, eighty; in geography,

sixty; and one hundred words were used in the spelling exercise. In addition to the Regent's questions, a paper in United States History, containing forty questions, and one on the theory of Music, containing twenty, were used. The drawing-book of each candidate was also examined and marked.

Your committee has caused a careful examination of the papers to be made, and now reports the following-named candidates as qualified to enter the High School at the beginning of the next school year, and recommend that certificates of admission be granted to them, to wit :

(The names are omitted.)

SCHOOLS.	Number of candidates.	Number passed.	Number rejected.
School No. 2	23	23	..
School No. 5	9	7	2
School No. 6	28	28	..
School No. 7	12	7	5
School No. 8	12	10	2
School No. 10	11	8	3
School No. 11	42	42	..
School No. 12	14	8	6
School No. 13	11	11	..
School No. 14	25	25	..
School No. 15	52	51	1
School No. 20	6	1	5
School No. 21	13	8	5
Other schools	38	16	22
Totals	296	245	51

The following resolution is offered for adoption :

Resolved, That the usual certificates for admission to the High School be issued to those whose names appear in the foregoing report.

It will be noticed that a large proportion of the rejected candidates are from "other schools." A custom has grown up within a few years, of scholars of classes lower than the

~~any~~ ~~without~~ without the permission
of their teachers. A large
number of ~~teachers~~ ~~are~~ "other schools" are

is custom as an injurious one,
of insubordination and
that the evil may be immedi-
ately ~~is~~ resolution is offered for adop-

any candidate shall be examined
in school, unless he presents the
signature of a trustee of a school,
or a person that, in his judgment,
may use the examination.

CHARLES P. EASTON,
JOS. LEWIS,
PETER J. FLINN,
J. A. ROBERTSON.

REPORT

OF THE

EXECUTIVE COMMITTEE.

The Executive Committee on the High School take great pleasure in submitting their annual report.

Before speaking of the school they wish to say a word with reference to the building and its surroundings. The eye never tires in gazing upon the noble and stately structure. Its internal arrangements, its ventilation, its furniture and equipments are all that can be desired, and an air of comfort and culture impresses the visitor upon entering its doors.

The walls and ceilings of its halls and study rooms are, however, sadly in need of such repairs as the ordinary shrinking in a new building renders necessary, and as nothing has been done to the edifice in this direction since its erection, it is expected that they will be attended to this summer.

The location of the school is elevated, central and healthful. The landscape view, from its windows, is beautiful. The one thing lacking to make it a complete educational establishment is ample ground for recreation. To emphasize the importance of this subject, and to keep it before the public, we quote from Prof. Bradley's report to the Board of Public Instruction, May 1, 1877. He says :

"Our boys take their exercise in the park ; but one indispensable requirement in order that the health of the girls in

properly protected, is a suitable place in the open air can be obtained. It is regretted that at present the High School is an important feature of a complete and well equipped institution. That this is unfortunate is scarcely to be questioned. That the school should receive attention is also apparent. It is recommended to the Board of Public Education that they at once take measures to obtain possession of the remainder of the lot ceded to them by the State for the use of the High School, and that the same be devoted to the use of the girls of the school for their recreation."

The internal condition and management of the institution is encouraging and prosperous.

The examinations, which we are confident were full of interest, evidenced generally a high grade of excellence on the part of the pupils, and indicated the thorough work which has been done by the excellent and cultured corps of teachers. They are devoted and enthusiastic in the discharge of their duties, and inspire a kindred spirit of earnestness in the minds of their pupils.

The discipline of the school is thorough and excellent. Over five hundred and fifty pupils of both sexes, from all classes of society, have been present every day during the year, and yet no serious breach of order, or of the discipline of the school, have been reported to the committee, and we are very sure never will. Not a single expulsion has taken place and no bad habit was organized.

The school was the first academic institution in this State to adopt the policy of "co-education." It was considered an innovation at the time, and by some persons was criticised. Now, however, its good results are unquestioned. The elevated moral tone of the school, the gentlemanly and lady-like deportment of the pupils, the neatness of dress, the friendly rivalry between the sexes, and the nearly equal division between the sexes

of the fairly won honors of the school, silence all criticism, and fully justify, in this instance, at least, the adoption of the policy of "co-education." It is, however, to the wise and prudent administration of discipline and the exercise of a mild but positive authority by the honored Principal, that we are largely indebted for the high standing and great success and prosperity of the institution.

By an act of the Legislature, passed in 1876, industrial drawing was made a required study in the public schools. It has been added to the curriculum of the High School, and the first class entered the institution this year. The recent exhibition of the work done shows that commendable progress has been made by the pupils in this important branch of study, under the intelligent and energetic direction of Mr. Theodore C. Hailes, teacher of drawing.

Several hundred volumes have been added to the library during the year. Its value as an educational influence is well recognized and is constantly increasing. It contains about four thousand volumes. A new catalogue is being prepared.

Additions have been made during the year to the chemical and philosophical apparatus as far as the means at our command would allow. The only additions made to the mineral cabinet are those presented by friends of the school.

At the close of the school year of 1878, Prof. Bradley was granted leave of absence to visit the Paris Exposition. His official duties there as Commissioner of the State of New York appointed to examine and report on the educational exhibits of the Exposition protracted his absence several weeks beyond the beginning of the present school year; during that time the school was under the efficient and successful management of Profs. Horne and Robinson and all of Prof. Bradley's classes were kindly attended to by Supt. Cole.

The High School was not only represented at the Paris Exhibition by its honored Principal but its exhibit, sent at the request of our National authorities, received the highest commendation. We submit, in this connection, the report

TABLE

SHOWING THE AGES OF PUPILS AND THE NUMBER OF PROMOTIONS IN
ALL THE SCHOOLS DURING THE YEAR ENDING THE 31ST DAY OF
AUGUST, 1879.

SCHOOLS.	5 years of age.	6 years of age and under 10.	10 years and under 16.	16 years and over.	Promotions from Primary to Intermediate.	Promotions from Intermediate to Senior.	To High School.	Graduates.
High School..	....	....	147	443	....	..	..	77
No. 1.....	64	305	123	1	42	25	..	..
No. 2.....	27	193	229	20	35	28	23	..
No. 3.....	32	174	80	..	50	15	..	..
No. 4.....	60	232	30	2	56	12	..	..
No. 5.....	30	146	210	10	35	11	7	..
No. 6.....	35	304	411	46	53	64	28	..
No. 7.....	....	88	220	18	....	25	7	..
No. 8.....	40	233	267	12	17	11	10	..
No. 9.....	49	236	39	..	37	35	..	..
No. 10.....	26	217	210	23	28	21	7	..
No. 11.....	...	67	624	62	....	127	46	..
No. 12.....	125	467	438	10	93	49	9	..
No. 13.....	43	237	303	40	29	35	11	..
No. 14.....	77	555	580	28	107	65	25	..
No. 15.....	25	220	671	74	9	88	51	..
No. 16.....	24	87	49	1	36	..	..	..
No. 17.....	66	324	256	2	29	17	..	..
No. 18.....	44	138	35	..	45	10	..	..
No. 19.....	87	200	34	..	21	..	..	..
No. 20.....	53	261	124	21	21	19	8	..
No. 21.....	91	439	341	29	132	17	8	..
No. 22.....	62	286	199	..	13	10	..	..
No. 23.....	19	193	65	..	52	30	..	..
No. 24.....	145	639	271	1	150	..	..	..
No. 25.....	88	160	107	3	5	..	..	..
Total.....	1,342	6,401	6,042	846	1,095	715	236	77

TABLE
SHOWING THE REGISTERED NUMBER AND AVERAGE DAILY ATTENDANCE OF PUPILS FOR EACH YEAR SINCE 1856.

YEAR.	Number of schools.	Registered number.	Increase over previous year.	Decrease.	Average daily attendance.	Increase over previous year.	Decrease.
1857	12	6,529	.....	.....	2,654	.....	.....
1858	13	7,760	1,231	.....	3,181	527	.....
1859	13	7,882	72	.....	3,418	237	.....
1860	14	8,895	463	.....	3,793	375	.....
1861	15	9,182	787	.....	3,314	521	.....
1862	15	9,614	432	.....	4,468	149	.....
1863	15	6,431	.....	3,183	4,531	68	.....
1864	15	5,976	.....	455	4,207	.....	324
1865	15	5,981	5	.....	4,289	82	.....
1866	15	6,072	91	.....	4,340	51	.....
1867	15	8,880	2,809	.....	4,373	33	.....
1868	15	9,414	534	.....	4,817	434	.....
1869	16	9,665	251	.....	5,021	204	.....
1870	16	9,933	269	.....	5,489	468	.....
1871	22	10,939	1,006	.....	6,179	690	.....
1872	24	12,060	1,121	.....	6,991	812	.....
1873	24	12,327	267	.....	7,088	97	.....
1874	25	12,460	133	.....	7,095	7	.....
1875	25	13,773	313	.....	7,340	245	.....
1876	24	14,941	1,168	.....	7,998	658	.....
1877	24	14,412	471	.....	8,564	566	.....
1878	25	14,024	...	388	9,076	488	.....
1879	26	14,632	608	.....	9,193	117	.....

REPORT

OF THE

Executive Committee on High School.

ADMISSION OF PUPILS.

ALBANY, *June 16, 1879.*

To the Board of Public Instruction :

The Executive Committee on the High School respectfully reports that the annual examination of candidates for admission to the High School was held in the buildings of Grammar Schools Nos. 6, 11, 12 and 14, on the 5th and 6th days of June.

The whole number of candidates present was as follows :

From School No. 2....	23	From School No. 12...	14
“ “ 5....	9	“ “ 13...	11
“ “ 6....	28	“ “ 14...	25
“ “ 7....	12	“ “ 15...	52
“ “ 8....	12	“ “ 20...	6
“ “ 10....	11	“ “ 21...	13
“ “ 11....	42	From other schools....	38
Total	296		

The examination was held on the days designated by the Regents of the University, and the test papers used in arithmetic, grammar, geography and spelling were those prepared by their direction. In arithmetic, twenty-eight questions were submitted ; in grammar, eighty ; in geography,

sixty; and one hundred words were used in the spelling exercise. In addition to the Regent's questions, a paper in United States History, containing forty questions, and one on the theory of Music, containing twenty, were used. The drawing-book of each candidate was also examined and marked.

Your committee has caused a careful examination of the papers to be made, and now reports the following-named candidates as qualified to enter the High School at the beginning of the next school year, and recommend that certificates of admission be granted to them, to wit:

(The names are omitted.)

SCHOOLS.	Number of candidates.	Number passed.	Number rejected.
School No. 2	23	23	..
School No. 5	9	7	2
School No. 6	28	28	..
School No. 7	12	7	5
School No. 8	12	10	2
School No. 10	11	8	3
School No. 11	42	42	..
School No. 12	14	8	6
School No. 13	11	11	..
School No. 14	25	25	..
School No. 15	52	51	1
School No. 20	6	1	5
School No. 21	13	8	5
Other schools	38	16	22
Totals	296	245	51

The following resolution is offered for adoption:

Resolved, That the usual certificates for admission to the High School be issued to those whose names appear in the foregoing report.

It will be noticed that a large proportion of the rejected candidates are from "other schools." A custom has grown up within a few years, of scholars of classes lower than the

"A" senior, presenting themselves without the permission and even against the wishes of their teachers. A large number of the candidates credited to "other schools" are really from our own schools.

Your committee regards this custom as an injurious one, its tendency being in the direction of insubordination and poor scholarship. In order that the evil may be immediately checked, the following resolution is offered for adoption:

Resolved, That hereafter no candidate shall be examined for admission to the High School, unless he presents the certificate of the principal teacher or a trustee of a school, or some equally competent person that, in his judgment, such candidate is qualified to pass the examination.

CHARLES P. EASTON,
JOS. LEWIS,
PETER J. FLINN,
C. A. ROBERTSON.

REPORT

OF THE

EXECUTIVE COMMITTEE.

The Executive Committee on the High School take great pleasure in submitting their annual report.

Before speaking of the school they wish to say a word with reference to the building and its surroundings. The eye never tires in gazing upon the noble and stately structure. Its internal arrangements, its ventilation, its furniture and equipments are all that can be desired, and an air of comfort and culture impresses the visitor upon entering its doors.

The walls and ceilings of its halls and study rooms are, however, sadly in need of such repairs as the ordinary shrinking in a new building renders necessary, and as nothing has been done to the edifice in this direction since its erection, it is expected that they will be attended to this summer.

The location of the school is elevated, central and healthful. The landscape view, from its windows, is beautiful. The one thing lacking to make it a complete educational establishment is ample ground for recreation. To emphasize the importance of this subject, and to keep it before the public, we quote from Prof. Bradley's report to the Board of Public Instruction, May 1, 1877. He says :

“Our boys take their exercise in the park ; but one indispensable requirement in order that the health of the girls in

the High School may be properly protected, is a suitable enclosure where recreation in the open air can be obtained.

"It is greatly to be regretted that at present the High School lacks this most important feature of a complete and suitable educational institution. That this is unfortunate and wrong, is so evident as scarcely to be questioned. That it is unnecessary and should receive attention is also apparent. It is earnestly recommended to the Board of Public Instruction that they at once take measures to obtain possession of the remainder of the lot ceded to them by the Common Council for the use of the High School, and that the same be devoted to the use of the girls of the school for the purposes of recreation."

As to the internal condition and management of the institution, everything is encouraging and prosperous.

The recent examinations, which we are confident were full and fair, evidenced generally a high grade of excellence on the part of the pupils, and indicated the thorough work that had been done by the excellent and cultured corps of teachers; they are devoted and enthusiastic in the discharge of their duties, and inspire a kindred spirit of earnestness and enthusiasm in the minds of their pupils.

The discipline of the school is thorough and excellent. An average of five hundred and fifty pupils of both sexes, representing all classes of society, have been present every school day during the year, and yet no serious breach of the rules of order, or of the discipline of the school, have been reported to the committee, and we are very sure never have occurred. Not a single expulsion has taken place since the school was organized.

The High School was the first academic institution in this city to adopt the policy of "co-education." It was considered a decided innovation at the time, and by some persons was severely criticised. Now, however, its good results and success are unquestioned. The elevated moral tone of the institution, the gentlemanly and lady-like deportment of the pupils, their neatness of dress, the friendly rivalry that exists, and the nearly equal division between the sexes

of the fairly won honors of the school, silence all criticism, and fully justify, in this instance, at least, the adoption of the policy of "co-education." It is, however, to the wise and prudent administration of discipline and the exercise of a mild but positive authority by the honored Principal, that we are largely indebted for the high standing and great success and prosperity of the institution.

By an act of the Legislature, passed in 1876, industrial drawing was made a required study in the public schools. It has been added to the curriculum of the High School, and the first class entered the institution this year. The recent exhibition of the work done shows that commendable progress has been made by the pupils in this important branch of study, under the intelligent and energetic direction of Mr. Theodore C. Hailes, teacher of drawing.

Several hundred volumes have been added to the library during the year. Its value as an educational influence is well recognized and is constantly increasing. It contains about four thousand volumes. A new catalogue is being prepared.

Additions have been made during the year to the chemical and philosophical apparatus as far as the means at our command would allow. The only additions made to the mineral cabinet are those presented by friends of the school.

At the close of the school year of 1878, Prof. Bradley was granted leave of absence to visit the Paris Exposition. His official duties there as Commissioner of the State of New York appointed to examine and report on the educational exhibits of the Exposition protracted his absence several weeks beyond the beginning of the present school year; during that time the school was under the efficient and successful management of Profs. Horne and Robinson and all of Prof. Bradley's classes were kindly attended to by Supt. Cole.

The High School was not only represented at the Paris Exhibition by its honored Principal but its exhibit, sent at the request of our National authorities, received the highest commendation. We submit, in this connection, the report

of the Executive Committee made to, and adopted by the Board of Public Instruction upon the receipt of the diploma of the Exposition.

“ALBANY, *May* 19, 1879.

To the Board of Public Instruction :

The Executive Committee on the High School respectfully report that in February, 1878, a circular letter was received from Gen. Eaton, Commissioner of Education, inviting schools and boards of instruction to prepare and forward to the Bureau of Education, at Washington, volumes of scholars' work and other educational exhibits, for the Paris Exposition of 1878. Although the time for preparation was entirely inadequate, the following articles were prepared under the supervision of the Executive Committee on the High School, and sent as requested ; viz.,

1st. Three volumes of scholars' work, giving selections from the ordinary test exercises of the pupils in the High School during the month of February, 1878, comprising one or more specimens from each class and division in the school, and including every branch of study taught in the school, amounting to about 2,500 pages.

2d. Bound volumes of Merit Rolls and reports relating to the institution.

3d. Architect's drawings relating to the building, including a large perspective of the front elevation, and plans of the several floors.

The committee now have the pleasure to report that the International Jury of the class to which these articles belonged have awarded for them a diploma of the rank of the Gold Medal, which is the highest prize that could be awarded to cities or institutions.

The credit of this award will be seen, when it is understood that only three other cities out of the large number represented received the same.

The United States educational section took 121 prizes, which number is twenty-eight larger than was taken by any other country except France.

It should also be stated that while the educational exhibit occupied only one-hundredth part of the space of the American section, it took one-sixth of the whole number of prizes, and elicited the strongest commendation from European educators. In addition to this first prize, which our exhibit has taken, members of the Board will be pleased to know that it was specially honored by the Superintendent of the American section by the prominent position in which it was placed in the exhibit.

We congratulate the friends of the High School on this auspicious result. She returns from the Exposition, after an honorable competition and comparison with the schools of the world of similar grade, having secured the highest official recognition of the thoroughness of her organization and methods, and the excellence of her scholarship. Well may our citizens be proud of an institution that makes such an honorable record, and that secures such excellent results both at home and abroad."

The annual Merit Roll, published herewith, presents, in detail, full statistics of the institution for the year; we, therefore, embody in this report only a few of the most important items, viz.:

Whole number of scholars.....	581
Average number of scholars.....	549
Per cent of attendance.....	97.2
Number of Regents' scholars.....	454

The Albany High School reports a larger number of pupils holding Regents' certificates than any other school in this State.

The city of Albany, according to its population, is conceded one of the wealthiest, as it is one of the most prosperous, cities of the United States. Its citizens are justly

proud of its great wealth—of its distinction as the capital city of the great State of New York, of the number and grandeur of its public buildings, but they are prouder still of its noble educational system and institutions. They mould and form the habits and character of its citizens. At the head of this system stands the Albany High School, concededly the most powerful educational influence in our city.

CHARLES P. EASTON,
JOS. LEWIS,
PETER J. FLINN,
C. A. ROBERTSON.

ELEVENTH ANNUAL REPORT

OF THE

Principal of the High School.

ALBANY, *September 1, 1879.*

*To the Board of Public Instruction
of the City of Albany:*

GENTLEMEN—In conformity with the By-Laws, I have the honor to submit the Eleventh Annual Report of the Albany High School.

In presenting this report I cannot but reflect, however, how few of the important interests of the school can be exhibited in this way. Statistics of attendance are useful as indicating the regularity with which instruction is received, but they cannot reveal the mental growth of the pupil, nor, to any great extent, the devotion and success of the teacher. In one after another of my annual reports I have discussed, to some extent, various educational topics, more or less directly connected with the school. Such discussions also fail to depict the systematic and painstaking processes by which our whole corps of teachers are seeking to quicken the thought and refine the taste of their pupils. It is easy to report that some eighty classes are daily instructed in the High School by faithful and competent teachers, but the record of the discouragements with which each of these teachers contends, and especially of the benefits conferred upon their pupils, must necessarily remain unwritten.

NUMBER OF PUPILS

The whole number of pupils in attendance during the past year is 581, distributed among the various classes as follows:

Senior class	81
Junior class	96
Second year class	153
First year class	251
Total	<u>581</u>

The following table exhibits the number of students of each sex in each class every year since the organization of the institution in 1868:

T A B L E
SHOWING THE NUMBER OF STUDENTS IN THE HIGH SCHOOL EACH YEAR SINCE ITS ESTABLISHMENT.

	FIRST YEAR CLASS.			SECOND YEAR CLASS.			JUNIOR CLASS.			SENIOR CLASS.			TOTALS.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1868	35	106	141	...	...	...	...	...	...	...	...	...	35	106	141
1869	44	56	100	23	59	78	...	31	31	...	...	...	67	142	209
1870	64	60	124	33	42	75	18	35	53	...	...	...	115	164	279
1871	59	64	123	48	45	93	18	36	54	11	38	44	136	178	314
1872	49	76	125	46	47	93	25	36	61	16	33	49	136	192	328
1873	89	60	149	37	63	100	28	35	63	19	31	50	173	189	362
1874	91	75	166	53	65	118	29	61	90	23	32	55	196	238	429
1875	92	126	218	61	73	134	36	37	73	21	48	69	210	284	494
1876	99	122	221	74	86	160	37	59	90	28	33	61	232	300	532
1877	133	113	246	62	100	162	24	75	99	24	49	73	243	337	580
1878	109	142	251	71	82	153	34	62	96	24	57	81	238	343	581

ATTENDANCE.

The attendance, as exhibited by our monthly averages during the year, has been as follows:

T A B L E
OF ATTENDANCE FOR THE YEAR ENDING AUGUST 31, 1879.

	Whole number enrolled.	Average number enrolled.	Average attendance.	Per cent. of attendance.
September	576	562.57	554.66	98.5
October	578	578.69	561.65	97.7
November	572	568.23	552.29	97.2
December	563	559.	542.3	97.
January	561	556.86	529.94	95.5
February	552	548.33	530.66	97.9
March	542	537.1	520.3	96.9
April	539	530.4	509.4	96.
May	509	502.55	448.45	97.
June	501	494.8	481.80	97.4

Per cent. of attendance for the year, 97.11.

Per cent. of attendance each year, since the opening of the institution, has been as follows:

1868-69	96.2
1869-70	96.5
1870-71	96.6
1871-72	96.9
1872-73	97.2
1873-74	97.1
1874-75	97.1
1875-76	97.7
1876-77	97.7
1877-78	97.6
1878-79	97.1

TABLE

SHOWING THE NUMBER OF PUPILS NEITHER ABSENT NOR TARDY DURING THE YEAR, AND THE PER CENT. OF THE WHOLE NUMBER.

YEARS.	Number neither absent nor tardy.	Per cent. of the whole number.
1868-69	31	22.0
1869-70	56	26.2
1870-71	94	34.6
1871-72	102	33.5
1872-73	130	36.5
1873-74	125	35.9
1874-75	128	31.2
1875-76	149	31.6
1876-77	192	36.1
1877-78	174	30.0
1878-79	179	30.9

FIRST YEAR CLASS.

The class which entered the institution September 2, 1878, numbered 217.

The ages of the pupils received were as follows:

TABLE

OF AGES OF PUPILS IN FIRST YEAR CLASS.

	Boys.	Girls.	Total.
Between 11 and 12	1	1	2
Between 12 and 13	3	4	7
Between 13 and 14	16	14	30
Between 14 and 15	29	31	60
Between 15 and 16	35	35	70
Between 16 and 17	14	25	39
Between 17 and 18	1	3	4
Between 18 and 19	3	2	5

The average age of the class on entering the High School, September, 1878, was fifteen years, five months.

The average age of the several classes received since the opening of the school has been as follows:

				Years	Mon.
Average age of class received September 8, 1868....				14	7
"	"	"	1, 1869....	14	1
"	"	"	1, 1870....	14	2
"	"	"	1, 1871....	14	6
"	"	"	2, 1872....	14	7
"	"	"	1, 1873....	14	8
"	"	"	1, 1874....	14	5
"	"	"	1, 1875....	14	11
"	"	"	1, 1876....	14	10
"	"	"	3, 1877....	15	..
"	"	"	2, 1878....	15	5

REGENTS' EXAMINATION.

The "Regents' Examinations" have been held as usual during the year. In our last Annual Report to the Board of Regents, 447 scholars were claimed as entitled to participate in the distribution of the funds disbursed by the Regents. All were allowed by them, making the number of pupils reported by the Albany High School as holding certificates larger than that reported by any other institution subject to their visitation, and continuing the High School at the head of their tabular exhibits. The result of the three examinations held during the year (including the examination of candidates for admission to the school), is included in the following table. The number claimed for the present year is 455.

The number of "Academic Scholars"—that is, those holding Regents' Certificates in the institution each year since it was received under the visitation of the Regents—has been as follows :

1872-73.....	130
1873-74.....	250
1874-75.....	320
1875-76.....	348
1876-77.....	401
1877-78.....	447
1878-79.....	455

AMOUNT APPORTIONED BY THE REGENTS OF THE UNIVERSITY TO
THE ALBANY HIGH SCHOOL.

January, 1874.	For free instruction.....	\$2,223 00
November, 1874.	From literature fund.....	1,286 50
January, 1875.	For apparatus, etc.....	250 00
January, 1875.	For free instruction.....	1,342 00
January, 1875.	From literature fund.....	2,448 57
December, 1875.	From literature fund.....	1,683 58
February, 1876.	For apparatus, etc.....	250 00
December, 1876.	From literature fund.....	1,942 18
January, 1877.	For apparatus, etc.....	250 00
January, 1878.	From literature fund.....	2,064 12
January, 1879.	From literature fund.....	2,332 19

Total amount received since January, 1874.. \$16,073 14

This sum should be deducted from the expense of the school for the same period, in order to exhibit the real cost to the city.

EXHIBIT OF THE HIGH SCHOOL AT THE PARIS EXPOSITION.

In March, 1878, a circular was received from Hon. John D. Philbrick, who had been appointed Superintendent of the U. S. Educational Exhibit at the Paris Exposition, earnestly inviting the co-operation of schools and school officers in providing a creditable representation of the educational

interests of this country at that exhibition. In accordance with this request, on the recommendation of the Executive Committee of the High School, the Board of Public Instruction passed the following resolution :

Resolved, That the Executive Committee of the High School be authorized to incur expense, not exceeding seventy-five dollars, in collecting and forwarding to Washington articles intended for the Educational Exhibit in the coming Paris Exposition.

Although the time for preparation was entirely inadequate, the following articles were prepared under the supervision of the Executive Committee on the High School, and sent as requested ; viz.,

1st. Three volumes of scholars' work (in manuscript), giving selections from the ordinary test exercises of the pupils in the High School during the month of February, 1878, comprising one or more specimens from each class and division in the school, and including every branch of study taught in the school, amounting to about 2,500 pages.

2d. Bound volumes of Merit Rolls and reports relating to the institution.

3d. Architect's drawings relating to the building, including a large perspective of the front elevation, and plans of the several floors.

The three volumes of Scholars' Work were intended to represent the various grades and qualities of work done in the school. The plan adopted was the same as that pursued in the preparation of material for the Educational Exhibit at Philadelphia. Written examinations were held in various studies, and specimens of the scholars' answers were collected into volumes, to be placed on exhibition. In our case, the time for preparation was so short that we were obliged to select papers from our ordinary test exercises ; in some cases these test exercises or written examinations had been held previous to our invitation to contribute to the exhibition. In other cases, the examinations were held after the invitation was received, but in no case was there

time for an extended review or special preparation. Notwithstanding the lack of sufficient time to make suitable preparation, specimens of the work done under the direction and instruction of every teacher in the school were selected and included in our exhibit. It is likely that the samples sent fall below, rather than surpass, the average of our daily work.

Having had occasion to visit the Exposition frequently for a considerable period, to inspect and compare the various educational exhibits, I was greatly pleased to find that these three volumes were invariably placed in a conspicuous position in the American exhibit. This estimate of the Superintendent of the American section was in due time ratified by the Jury of Award, as will be seen from the following extract from a special report of the Executive Committee to the Board, May 19, 1879 :

“The committee now have the pleasure to report that the International Jury of the class to which these articles belonged have awarded for them a diploma of the rank of the Gold Medal, which is the highest prize that could be awarded to cities or institutions.

“The credit of this award will be seen, when it is understood that only three other cities out of the large number represented received the same.

“We congratulate the friends of the High School on this auspicious result. She returns from the Exposition, after an honorable competition and comparison with the schools of the world of similar grade, having secured the highest official recognition of the thoroughness of her organization and methods, and the excellence of her scholarship. Well may our citizens be proud of an institution that makes such an honorable record, and that secures such excellent results both at home and abroad.”

“The following resolution is offered for adoption :

“*Resolved*, That the diploma above mentioned be suitably framed and hung in the Principal's room in the High School.”

SECONDARY EDUCATION IN EUROPE.

In this connection a few facts relative to secondary education abroad may be of interest. Of course, it will not be possible to give a complete account of the means provided for this grade of education in the leading nations of Europe. Our survey must necessarily be limited to a few particulars. In most of the nations of Europe no department of education is so well organized and efficient. As compared with primary education especially, it is greatly superior, being of older date, and more harmoniously and completely developed in its different branches.

It should be observed, in the first place, that "secondary education" is a somewhat equivocal expression, and is used abroad with considerable latitude of meaning, but always in a more comprehensive sense than with us. In this country it denotes that grade of education that lies between the elementary and the collegiate, generally given in high schools and academies. The course of instruction in secondary institutions in this country generally extend over three or four years. In France, Austria, Prussia, and the other German States, on the other hand, the course of instruction in the institutions of secondary grade usually extends over eight or nine years, including much that is in this country considered collegiate.

Considerable variety is found among the secondary schools in many particulars; but in France and the Germanic nations they may be said to fall, for the most part, into the two classes of classical and scientific, or "classical" and "non-classical" institutions.

In France the whole educational system is called the University of France, and is under the immediate supervision of the Minister of Public Instruction and a council of nine members. Twelve inspector-generals visit all parts of the nation to ascertain the condition and wants of the schools. Great pride and enthusiasm are everywhere felt the secondary schools comprising the *lycées* and communal colleges. They are principally attended by the middle

class, although the upper, and to some extent the lower, class are represented among their students. They gain dignity and efficiency by their intimate relations to the government, and under the republic have received a new impetus. At the annual *concours* of these institutions at the Sorbonne, in Paris, the Minister of Public Instruction presides and presents the prizes, of which several hundred (many of them of great value) are distributed. The learned faculties of the University, numbering five or six hundred, and student representatives of many institutions from all parts of France, mostly "honor men," are present; and, as the prizes are announced, great enthusiasm prevails.

Last summer this grand *concours* received additional eclat from the presence of many distinguished foreigners and its relation to the Exposition. The platform was crowded with official representatives of foreign governments. Huge piles of elegantly bound books lay immediately in front, the galleries were crowded with the friends of the students, and an orchestra of nearly a hundred pieces furnished the music. The pictures and other decorations of the hall, the showy robes of the learned professors, the uniforms and much-coveted badges, the historic associations of the place—all things connected with the occasion seemed adapted powerfully to impress the imagination and fire the ambition of the young Frenchmen who were assembled to receive the awards of superiority. Each successful competitor was called to the platform, taken by the hand and warmly congratulated by the Minister of Public Instruction, a wreath of laurel placed upon his head, and a package of books placed in his hands, unless, as was sometimes the case, the bundle was too large for one person to carry. Hour after hour attendants brought in new supplies of books, and the presentation of prizes and the enthusiasm and applause continued. In connection with the award of prizes various literary exercises were held, among them an address by the Minister of Public Instruction. During the delivery of this address, the enthusiasm was intense. Cheer followed cheer, and at times the vast audience, young men of eighteen, gray-

haired professors in their robes of dignity, and members of the institute and other learned societies in their embroidered coats, would rise to their feet as by one impulse, and wave their hands and rend the air with cries of "bravo!" And what were the sentiments which called forth such bursts of applause and wild excitement? Simply neat and effective expressions of the familiar truth that education is the safety of the State; that it is not a personal possession simply enriching its owner, but that the wealth of the nation is in the intelligence of its citizens. He said it was "the function of the University to make citizens worthy of the name," and expressed the belief that "it was solving the hitherto unsolved problem of a democracy." The whole scene was an admirable illustration of French character, and of the interest taken at present in educational affairs.

France has 86 *lycées* and 252 communal colleges, which, together with 162 normal schools, constitute her means of secondary education. By an elaborate system of examinations, similar to our "Regents' examinations," great uniformity and thoroughness of instruction are secured. These institutions afford this grade of education to about 180,000 students, of whom the vast majority are young men; all, in fact, except a very limited number in the Art, and other special schools. It is noteworthy that while France has, for many years, had a system of secondary schools for boys, so little efforts has been made to provide corresponding advantages for girls. Nothing but the convents and private boarding-schools have been available to them. Much interest, however, has recently been roused in France with reference to the higher education of girls, and a bill is now before the Chamber of Deputies to establish in each of the 88 Departments of France one or more higher schools for girls. The proposition is favored by the new Minister of Public Instruction, and is likely to become a law.

Frenchmen have long been justly proud of their secondary schools, and at the present time they are exerting a powerful influence upon French society. They furnish the men who fill the positions of influence and responsibility all over

the country. The industries of France are prosperous mainly because they are efficiently organized and superintended. Her ability to pay the German war indemnity was due not to the industry and thrift of her peasantry, for they are both ignorant and poor, but to the shrewdness of her intelligent manufacturers. Mind, not muscle, has earned the money.

The public secondary schools of France are of two kinds: *lycées* or lyceums and communal colleges. The *lycée* are maintained by the state; the communal colleges are maintained by the municipalities, but may be aided by the state. The instruction in both is both classical and modern, with some tendency in favor of the latter, which is intended to suit the requirements of practical life by teaching the natural sciences and modern languages in place of Latin and Greek. In both classes of institutions all the teaching staff have to furnish evidence of their capacity to teach the subjects of instruction confided to them. The guarantee takes, generally, the form of a university degree, varying in kind and rank according to the post to be filled.

Turning now the Germanic nations, we find a general correspondence in their systems of secondary education. It has developed into two branches: the "classical," including the gymnasia, pro gymnasia, lyceums, Latin schools, and pedagogical seminaries; and the "non-classical," embracing real schools, burgher-schools, and middle schools. Different nations have shaped these institutions somewhat in accordance with national peculiarities. The most perfect development has been attained in the large cities of Prussia and Austria.

A complete gymnasium has at least six classes, the highest three of which are subdivided into two divisions, a higher and lower. Such a course of study extends over nine years. In many gymnasia the fourth is also divided, giving a ten years' course. A complete pro-gymnasium has the five lower classes, its course of study embracing seven years. Many pro-gymnasia have but the four lower classes of the complete gymnasium and a course of five years. Prepara-

tory schools are usually connected with these institutions, in which scholars can acquire the elementary knowledge necessary to enter class six. A student in a gymnasium gives ten hours a week to Latin for nine years ; six hours a week to Greek for seven years ; four hours a week to mathematics for nine years ; two hours a week to German ; two hours to French ; two to history ; two to religion. for most of the course, and a smaller portion of time to various sciences, drawing, etc.

A complete real-school has six classes. the same as the gymnasium, and a nine years' course of study. The burgher-schools omit the last two, or, in some cases, the last four years of the course in the complete real-school. The middle school is somewhat lower than the gymnasium or real-school in grade, and has a mixed course of study. In the real-school, Latin is taught throughout the course, but only half as much time is given to it as in the gymnasium. Greek is omitted entirely. More time is given in German and French ; and English, which is not generally included in the gymnasium course, receives three hours a week for five years. Natural sciences receive a large share of time. The classes are kept together in all these various courses of study, very little option being allowed the student beyond the choice of his school. Classes are divided, however, in recitations if they number more than 30 in the upper grades, or 50 in the lower grades.

The gymnasium is at the head of all the secondary schools and leads directly to the university, while the real-school leads to the higher technical schools. The former is intended for those who desire to study principally the ancient languages and mathematics, and whose aim is to prepare for higher positions in the service of the State or the Church. The latter is intended for those who desire to study the natural sciences, mathematics, and modern languages, with a view to become civil engineers, architects, etc. They, therefore, do not pass to the university, but finish their education in the higher technical schools.

In all the secondary schools, examinations are held at the end of every year by the director, in the presence of the teacher, to determine whether the scholars are qualified to pass into the next class. Scholars who fail twice on the same examination, after spending two years in the same grade, are dismissed. At the end of the whole course a final examination is held by a committee. Students are not required to attempt this examination, which is very rigorous, but those wishing to enter a university or polytechnic school must present a certificate that they have passed it.

The public schools are very popular, being greatly preferred to private schools. They have the great advantage that their teachers are generally graduates of universities or of the pedagogical seminaries, are employed by the government, and hold their position for life. Moreover, all professional men must have passed through a university, the entrance examination of which is based upon the public school course.

In order that the teachers in these secondary schools may give themselves exclusively to their important duties, without anxiety with respect to sickness or old age, pensions have been very generally established, which are proportioned in amount to the previous salary and length of service of the recipient. After a service of 15 to 20 years, the pension is four-sixteenths of the salary; after 20 to 25 years, six-sixteenths; after 25 to 30 years, seven-sixteenths; after 30 to 35 years, eight-sixteenths; after 35 to 40 years, nine-sixteenths; after 40 to 45 years, ten-sixteenths; after 45 to 50 years, eleven-sixteenth; after 50 years, twelve-sixteenths.

The following are the latest statistics on secondary education for Prussia: Number of students in pedagogical seminaries, 7,544; in higher burgher-schools, 15,941; in real-schools, 38,135; in the gymnasia, 78,506; in higher schools for girls, 43,247; total in secondary schools, 183,403. (The population of Prussia is 25,693,000.)

In this connection the following paragraph is quoted from the last report of the United States Commissioner of Education: "In all the various institutions in which instruction

of a secondary character is imparted in the United States, there are enumerated only 184,440 pupils. Can any fair-minded statesman look at these numbers and at our total population, and the demands for this grade of information in the public and private affairs of the country, and come to the conclusion that there is too much work done in this grade, that too many are receiving this measure of education? The facts clearly reveal weakness in our system of culture at this point, where in Germany there is great strength and superiority. It is not merely that they have in the different German States universal education so effectually carried out, but that they carry so many of the pupils up into the higher courses of instruction. Education is not only universal, but is carried farther with a greater number; hence the greater effectiveness of their educational systems."

Belgium devotes much time and money to its educational interests. Evidently the government does not intend to spare any pains to advance the popular intelligence. Ten years ago the majority of the Belgians could not read; but a rapid improvement has taken place. Liberal provision has been made for normal schools on a grand scale, and technical schools of every kind are maintained. The schools for teaching weaving of lace and other delicate fabrics, and designing and manufacture of artificial flowers, are the best in the world. Belgium has 198 secondary schools, viz.: 10 royal athenæums, 50 state middle class schools, 31 communal colleges, entirely sustained by the municipalities, 84 colleges under control of the religious orders, and 20 private institutions under control of lay persons, but all subject to governmental supervision. The government has made great progress in extending this supervision during the last two years. The total number of pupils in secondary institutions is 17,881, of whom 13,454 were attending distinctively state institutions. The royal athenæums occupy the highest rank among secondary schools. They include two sections, one for classical instruction, and one for scientific instruction, corresponding to the gymnasia and real-schools of Germany.

Switzerland makes a most creditable report of her educational progress. Zurich and Geneva have long been famous for their learning, and many of the smaller cantons are not a whit behind them in general intelligence. Probably in no other country is a knowledge of several languages so necessary or so general. Switzerland has 67 gymnasia with 4,900 pupils, and 41 real-schools with 3,000 pupils; total, 108 secondary schools with 8,700 pupils. It is generally admitted that the Swiss secondary schools compare very favorably with those of any other country, an opinion which was fully sustained by her display at the Exposition.

The secondary schools of Austria and Hungary are organized on the same plan as those of Prussia. They include 121 gymnasia, and 50 real schools; the former with 30,490 pupils, and the latter with 13,229 pupils. Vienna is remarkable for its secondary schools, having 260 professors, besides subordinary teachers in these institutions. There are 120 special teachers of gymnastics in the public schools of various grades. Few are aware of the progress which has been made in Austria since her war with Germany. Her defeat seems to have been the signal for a great educational uprising, which is still gathering strength.

DRAWING.

During the last year instruction in Industrial Drawing has been given to the pupils of the First Year Class by Mr. T. C. Hailes, the Drawing Master in the other schools. The introduction of this useful branch of study is highly gratifying. It marks an important step of progress in the history of the school, and cannot fail to increase its usefulness. Care should, however, be taken that this does not encroach upon other important departments. To this kind of education much more attention has been given abroad than in this country. And a remarkable increase of interest in the subject is evinced by the general introduction of industrial drawing into the schools of this country during the last few years. We cannot develop nor even enumerate the mani-

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fold ways in which training of the hand is useful and necessary. The possession of a ready skill to draw adds a new power to its possessor. It looks towards every pursuit and every relation in life. Especially is it the foundation of the highest success and excellence in the industrial arts. Multitudes of mechanics all over the country are receiving inferior wages because of their ignorance of drawing. The great bane of architects, and foremen in machine-shops, is the inability of their workmen to read a working drawing so as to work from it. It is calculated that the productive efficiency of every machine-shop would be increased thirty-three per cent. if every journeyman could read any common working drawing and work by it. Ability to produce as well as to read these drawings would increase their wages to a much greater extent. In order further to illustrate the importance of industrial drawing, it is only necessary to recall the fact that, at the Universal Exhibition at London in 1851, England found herself almost at the foot of the list of competitors among all the countries of the world in respect to her art manufactures. Only the United States, among the great nations, stood below her. She took immediate action. Her ministers and other representatives to foreign countries were instructed to inquire into the methods of art instruction, and of industrial training in other countries, and report any practical suggestions to the home government. Schools of Art were established in every large town. The "School of Design," which had led a precarious existence for fifteen years, suddenly received the royal favor, and, at the intervention of H. R. H. the Prince Consort, was invited by the Queen to occupy extensive apartments in Marlborough House, as a training school for teachers for the schools of art throughout the country. At the same time, the Commissioners of the Exhibition were instructed to proceed to the erection of suitable buildings for a permanent museum at South Kensington. At the Paris Exhibition in 1867, England stood among the foremost nations, and in some branches of manufacture had outstripped the most artistic nations. It was the schools of art and

the vast collections of industrial art at the South Kensington Museum that accomplished this splendid result. Before the establishment of the South Kensington Museum and Art Schools, the number of British Art students did not exceed 1,000, and most of these were devoting themselves to High Art. Now, not less than 300,000 are studying art, in some form, in England alone. Subordinate to, and connected with, the South Kensington Art Schools are 133 free art training-schools in the large towns. The instruction is similar to that of the parent school, and the teachers are graduates of it. The course of instruction and practice extends over at least four years.

The marvelous culture and improvement of which the mental powers are susceptible, is scarcely greater than that which may be attained by the physical organs. It is but recently that this fact seems to have been discovered by modern educators. The specific duty of training the eye, the hand, and other organs to do their work easily and well, seems to have been strangely overlooked. Each of these instruments of the mind is capable of great improvement, especially in childhood and youth; but, unfortunately, the evidence all goes to show that the sight, and even the other senses, are often impaired during the period of school life. What a pity that such a wonderful piece of mechanism as the eye should render us only a tithe of the service of which it is capable. No one can doubt that the man who is trained to habits of observation and quick perception, has a great advantage in many ways, irrespective of the direct uses which he may have occasion to make of his skill as a draughtsman. No one will question the practical value of such an education as this.

In this connection it should be stated, that the excellent plans of the Committee on Drawing were supplemented and emphasized by the President of the Board of Public Instruction, whose generous and quick-sighted interest in the school were again illustrated in his offer, early in the year, of a prize to the member of the drawing class who should produce the best original design at the end of the

year, and pass such other tests as should be prescribed. The committee to examine the designs submitted in competition for this prize, of which there were about 150, consisted of Messrs. Frank S. Wright, William Wollett and James Blocksidge. They awarded the prize (a beautiful box of instruments) to William R. Hood.

CONCLUSION.

It gives me pleasure again to bear witness to the fidelity and success of my associates, and also to renew, in behalf of the school, my expression of acknowledgment to you, gentlemen of the Board of Public Instruction, for your wise and steadfast support and supervision.

Very respectfully,
Your obedient servant,
JOHN E. BRADLEY.

REPORT
OF THE
COMMITTEE ON EVENING SCHOOLS.

ALBANY, *May* 5, 1879.

To the Board of Public Instruction :

The Committee on Evening Schools respectfully submits the following report of the attendance, cost and operation of the schools under its charge, during the term ending February 28th, ultimo :

A carefully prepared plan for the conduct of evening schools, embodying regulations suggested by the experience of past years in this and other cities was submitted by the Superintendent in November last, and was subsequently adopted by the Board.

Under the provisions of this plan three evening schools were opened November 18th. 1878. Each school was presided over by a Principal selected with reference to past experience and special fitness for the position. The assistants were mainly professional teachers, most of them belonging to the corps in the regular employ of the Board.

The whole term extended over a period of seventy-two evenings ; one school holding that number of sessions, another holding fifty-three, and the third thirty-three. The following tables exhibit the statistics of attendance and the cost of maintenance of these schools :

haired professors in their robes of dignity, and members of the institute and other learned societies in their embroidered coats, would rise to their feet as by one impulse, and wave their hands and rend the air with cries of "bravo!" And what were the sentiments which called forth such bursts of applause and wild excitement? Simply neat and effective expressions of the familiar truth that education is the safety of the State; that it is not a personal possession simply enriching its owner, but that the wealth of the nation is in the intelligence of its citizens. He said it was "the function of the University to make citizens worthy of the name," and expressed the belief that "it was solving the hitherto unsolved problem of a democracy." The whole scene was an admirable illustration of French character, and of the interest taken at present in educational affairs.

France has 86 *lycées* and 252 communal colleges, which, together with 162 normal schools, constitute her means of secondary education. By an elaborate system of examinations, similar to our "Regents' examinations," great uniformity and thoroughness of instruction are secured. These institutions afford this grade of education to about 180,000 students, of whom the vast majority are young men; all, in fact, except a very limited number in the Art, and other special schools. It is noteworthy that while France has, for many years, had a system of secondary schools for boys, so little efforts has been made to provide corresponding advantages for girls. Nothing but the convents and private boarding-schools have been available to them. Much interest, however, has recently been roused in France with reference to the higher education of girls, and a bill is now before the Chamber of Deputies to establish in each of the 88 Departments of France one or more higher schools for girls. The proposition is favored by the new Minister of Public Instruction, and is likely to become a law.

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Turning now the Germanic nations, we find a general correspondence in their systems of secondary education. It has developed into two branches: the "classical," including the gymnasia, pro gymnasia, lyceums, Latin schools, and pedagogical seminaries; and the "non-classical," embracing real schools, burgher-schools, and middle schools. Different nations have shaped these institutions somewhat in accordance with national peculiarities. The most perfect development has been attained in the large cities of Prussia and Austria.

A complete gymnasium has at least six classes, the highest three of which are subdivided into two divisions, a higher and lower. Such a course of study extends over nine years. In many gymnasia the fourth is also divided, giving a ten years' course. A complete pro-gymnasium has the five lower classes, its course of study embracing seven years. Many pro-gymnasia have but the four lower classes of the complete gymnasium and a course of five years. Prepara-

tory schools are usually connected with these institutions, in which scholars can acquire the elementary knowledge necessary to enter class six. A student in a gymnasium gives ten hours a week to Latin for nine years ; six hours a week to Greek for seven years ; four hours a week to mathematics for nine years ; two hours a week to German ; two hours to French ; two to history ; two to religion. for most of the course, and a smaller portion of time to various sciences, drawing, etc.

A complete real-school has six classes, the same as the gymnasium, and a nine years' course of study. The burgher-schools omit the last two, or, in some cases, the last four years of the course in the complete real-school. The middle school is somewhat lower than the gymnasium or real-school in grade, and has a mixed course of study. In the real-school, Latin is taught throughout the course, but only half as much time is given to it as in the gymnasium. Greek is omitted entirely. More time is given in German and French ; and English, which is not generally included in the gymnasium course, receives three hours a week for five years. Natural sciences receive a large share of time. The classes are kept together in all these various courses of study, very little option being allowed the student beyond the choice of his school. Classes are divided, however, in recitations if they number more than 30 in the upper grades, or 50 in the lower grades.

The gymnasium is at the head of all the secondary schools and leads directly to the university, while the real-school leads to the higher technical schools. The former is intended for those who desire to study principally the ancient languages and mathematics, and whose aim is to prepare for higher positions in the service of the State or the Church. The latter is intended for those who desire to study the natural sciences, mathematics, and modern languages, with a view to become civil engineers, architects, etc. They, therefore, do not pass to the university, but finish their education in the higher technical schools.

In all the secondary schools, examinations are held at the end of every year by the director, in the presence of the teacher, to determine whether the scholars are qualified to pass into the next class. Scholars who fail twice on the same examination, after spending two years in the same grade, are dismissed. At the end of the whole course a final examination is held by a committee. Students are not required to attempt this examination, which is very rigorous, but those wishing to enter a university or polytechnic school must present a certificate that they have passed it.

The public schools are very popular, being greatly preferred to private schools. They have the great advantage that their teachers are generally graduates of universities or of the pedagogical seminaries, are employed by the government, and hold their position for life. Moreover, all professional men must have passed through a university, the entrance examination of which is based upon the public school course.

In order that the teachers in these secondary schools may give themselves exclusively to their important duties, without anxiety with respect to sickness or old age, pensions have been very generally established, which are proportioned in amount to the previous salary and length of service of the recipient. After a service of 15 to 20 years, the pension is four-sixteenths of the salary; after 20 to 25 years, six-sixteenths; after 25 to 30 years, seven-sixteenths; after 30 to 35 years, eight-sixteenths; after 35 to 40 years, nine-sixteenths; after 40 to 45 years, ten-sixteenths; after 45 to 50 years, eleven-sixteenth; after 50 years, twelve-sixteenths.

The following are the latest statistics on secondary education for Prussia: Number of students in pedagogical seminaries, 7,544; in higher burgher-schools, 15,941; in real-schools, 38,135; in the gymnasia, 78,506; in higher schools for girls, 43,247; total in secondary schools, 183,403. (The population of Prussia is 25,693,000.)

In this connection the following paragraph is quoted from the last report of the United States Commissioner of Education: "In all the various institutions in which instruction

of a secondary character is imparted in the United States, there are enumerated only 184,440 pupils. Can any fair-minded statesman look at these numbers and at our total population, and the demands for this grade of information in the public and private affairs of the country, and come to the conclusion that there is too much work done in this grade, that too many are receiving this measure of education? The facts clearly reveal weakness in our system of culture at this point, where in Germany there is great strength and superiority. It is not merely that they have in the different German States universal education so effectually carried out, but that they carry so many of the pupils up into the higher courses of instruction. Education is not only universal, but is carried farther with a greater number; hence the greater effectiveness of their educational systems."

Belgium devotes much time and money to its educational interests. Evidently the government does not intend to spare any pains to advance the popular intelligence. Ten years ago the majority of the Belgians could not read; but a rapid improvement has taken place. Liberal provision has been made for normal schools on a grand scale, and technical schools of every kind are maintained. The schools for teaching weaving of lace and other delicate fabrics, and designing and manufacture of artificial flowers, are the best in the world. Belgium has 198 secondary schools, viz.: 10 royal athenæums, 50 state middle class schools, 31 communal colleges, entirely sustained by the municipalities, 84 colleges under control of the religious orders, and 20 private institutions under control of lay persons, but all subject to governmental supervision. The government has made great progress in extending this supervision during the last two years. The total number of pupils in secondary institutions is 17,881, of whom 13,454 were attending distinctively state institutions. The royal athenæums occupy the highest rank among secondary schools. They include two sections, one for classical instruction, and one for scientific instruction, corresponding to the gymnasia and real-schools of Germany.

Switzerland makes a most creditable report of her educational progress. Zurich and Geneva have long been famous for their learning, and many of the smaller cantons are not a whit behind them in general intelligence. Probably in no other country is a knowledge of several languages so necessary or so general. Switzerland has 67 gymnasias with 4,900 pupils, and 41 real-schools with 3,000 pupils; total, 108 secondary schools with 8,700 pupils. It is generally admitted that the Swiss secondary schools compare very favorably with those of any other country, an opinion which was fully sustained by her display at the Exposition.

The secondary schools of Austria and Hungary are organized on the same plan as those of Prussia. They include 121 gymnasias, and 50 real schools; the former with 30,490 pupils, and the latter with 13,229 pupils. Vienna is remarkable for its secondary schools, having 260 professors, besides subordinary teachers in these institutions. There are 120 special teachers of gymnastics in the public schools of various grades. Few are aware of the progress which has been made in Austria since her war with Germany. Her defeat seems to have been the signal for a great educational uprising, which is still gathering strength.

DRAWING.

During the last year instruction in Industrial Drawing has been given to the pupils of the First Year Class by Mr. T. C. Hailes, the Drawing Master in the other schools. The introduction of this useful branch of study is highly gratifying. It marks an important step of progress in the history of the school, and cannot fail to increase its usefulness. Care should, however, be taken that this does not encroach upon other important departments. To this kind of education much more attention has been given abroad than in this country. And a remarkable increase of interest in the subject is evinced by the general introduction of industrial drawing into the schools of this country during the last few years. We cannot develop nor even enumerate the mani-

fold ways in which training of the hand is useful and necessary. The possession of a ready skill to draw adds a new power to its possessor. It looks towards every pursuit and every relation in life. Especially is it the foundation of the highest success and excellence in the industrial arts. Multitudes of mechanics all over the country are receiving inferior wages because of their ignorance of drawing. The great bane of architects, and foremen in machine-shops, is the inability of their workmen to read a working drawing so as to work from it. It is calculated that the productive efficiency of every machine-shop would be increased thirty-three per cent. if every journeyman could read any common working drawing and work by it. Ability to produce as well as to read these drawings would increase their wages to a much greater extent. In order further to illustrate the importance of industrial drawing, it is only necessary to recall the fact that, at the Universal Exhibition at London in 1851, England found herself almost at the foot of the list of competitors among all the countries of the world in respect to her art manufactures. Only the United States, among the great nations, stood below her. She took immediate action. Her ministers and other representatives to foreign countries were instructed to inquire into the methods of art instruction, and of industrial training in other countries, and report any practical suggestions to the home government. Schools of Art were established in every large town. The "School of Design," which had led a precarious existence for fifteen years, suddenly received the royal favor, and, at the intervention of H. R. H. the Prince Consort, was invited by the Queen to occupy extensive apartments in Marlborough House, as a training school for teachers for the schools of art throughout the country. At the same time, the Commissioners of the Exhibition were instructed to proceed to the erection of suitable buildings for a permanent museum at South Kensington. At the Paris Exhibition in 1867, England stood among the foremost nations, and in some branches of manufacture had outstripped the most artistic nations. It was the schools of art and

the vast collections of industrial art at the South Kensington Museum that accomplished this splendid result. Before the establishment of the South Kensington Museum and Art Schools, the number of British Art students did not exceed 1,000, and most of these were devoting themselves to High Art. Now, not less than 300,000 are studying art, in some form, in England alone. Subordinate to, and connected with, the South Kensington Art Schools are 133 free art training-schools in the large towns. The instruction is similar to that of the parent school, and the teachers are graduates of it. The course of instruction and practice extends over at least four years.

The marvelous culture and improvement of which the mental powers are susceptible, is scarcely greater than that which may be attained by the physical organs. It is but recently that this fact seems to have been discovered by modern educators. The specific duty of training the eye, the hand, and other organs to do their work easily and well, seems to have been strangely overlooked. Each of these instruments of the mind is capable of great improvement, especially in childhood and youth; but, unfortunately, the evidence all goes to show that the sight, and even the other senses, are often impaired during the period of school life. What a pity that such a wonderful piece of mechanism as the eye should render us only a tithe of the service of which it is capable. No one can doubt that the man who is trained to habits of observation and quick perception, has a great advantage in many ways, irrespective of the direct uses which he may have occasion to make of his skill as a draughtsman. No one will question the practical value of such an education as this.

In this connection it should be stated, that the excellent plans of the Committee on Drawing were supplemented and emphasized by the President of the Board of Public Instruction, whose generous and quick-sighted interest in the school were again illustrated in his offer, early in the year, of a prize to the member of the drawing class who should produce the best original design at the end of the

year, and pass such other tests as should be prescribed. The committee to examine the designs submitted in competition for this prize, of which there were about 150, consisted of Messrs. Frank S. Wright, William Wollett and James Blocksidge. They awarded the prize (a beautiful box of instruments) to William R. Hood.

CONCLUSION.

It gives me pleasure again to bear witness to the fidelity and success of my associates, and also to renew, in behalf of the school, my expression of acknowledgment to you, gentlemen of the Board of Public Instruction, for your wise and steadfast support and supervision.

Very respectfully,

Your obedient servant,

JOHN E. BRADLEY.

REPORT

OF THE

COMMITTEE ON EVENING SCHOOLS.

ALBANY, *May* 5, 1879.

To the Board of Public Instruction :

The Committee on Evening Schools respectfully submits the following report of the attendance, cost and operation of the schools under its charge, during the term ending February 28th, ultimo :

A carefully prepared plan for the conduct of evening schools, embodying regulations suggested by the experience of past years in this and other cities was submitted by the Superintendent in November last, and was subsequently adopted by the Board.

Under the provisions of this plan three evening schools were opened November 18th. 1878. Each school was presided over by a Principal selected with reference to past experience and special fitness for the position. The assistants were mainly professional teachers, most of them belonging to the corps in the regular employ of the Board.

The whole term extended over a period of seventy-two evenings ; one school holding that number of sessions, another holding fifty-three, and the third thirty-three. The following tables exhibit the statistics of attendance and the cost of maintenance of these schools :

STATISTICS OF ATTENDANCE.

SCHOOLS.	No. of teachers.	Evenings taught.	Whole No. of pupils.	Average attendance.	Average No. pupils per teacher.
No. 12	6	33	290	82	14
No. 13	7	53	230	88	13
No. 14	10	72	332	92	9
Totals	23	53*	852	262	12

* Average.

It will be seen that the average attendance was only thirty per cent of the whole number of pupils. The registered number during the first month was 852; during the last, it was 114. These figures are not especially encouraging.

EXPEDITURES.

Teachers' salaries	\$1,621 50
Door-keepers.....	167 00
Janitors	83 50
Text-books	18 71
Supplies	16 06
Gas	139 25
	<hr/>
	\$2,046 02

Cost per pupil on whole number	\$2 40
Cost per pupil on average attendance.....	7 81

The cost per pupil, based on average attendance was very large, three or four times that of the day pupils in proportion to the time taught.

The table which follows shows how rapidly the attendance fell off :

**REGISTERED NUMBER, AVERAGE ATTENDANCE, ETC., FOR EACH
MONTH OF THE TERM.**

MONTH.	Whole number.	Number per teacher.	Average attendance.	Number per teacher.
November	852	37	514	21
December	498	26	282	15
January	195	19	113	18
February	114	19	49	16

Your committee and the Superintendent made frequent visits to the schools while they were in session, and from what was observed on these occasions and from information obtained from the several Principals and assistants, the general conclusion reached in regard to these schools is that the results attained are by no means commensurate with the labor and money expended upon them.

While some of the causes of this want of adequate success seem to baffle investigation, others are quite apparent. The principal one is, undoubtedly, irregular attendance. The blame of this most discouraging feature must rest almost entirely upon the scholars themselves.

Three classes of pupils present themselves yearly at these schools.

A very large number—not far from one-third of those who attend the opening sessions—have neither the intention to attend regularly nor the desire to benefit by the instruction offered. Some of these attend for the mere purpose of passing the time, and seem to regard the evening school as a lounging place provided by a generous public, where they may sit through a cold winter evening in comparative comfort and ease, while others impede organization by a constant tendency to disorder.

During the two terms preceding the one just closed, owing to the laxity of the teachers, who were nearly all non-pro-

professionals, and naturally anxious to keep up a large attendance lest their services might be dispensed with, and their salaries thus be cut off, this class of attendants remained for weeks, until the novelty wore off, and then gradually dropped out.

This last term, however, owing to the regulation which made the term of service of a portion of the teachers continuous, and not dependent on the number in attendance, this pernicious element was speedily eliminated. Finding the teachers determined upon having orderly and well-regulated schools, that study and attention were demanded of all, and that work, not fun, was the order of the evening, the atmosphere of the school became suddenly uncongenial to this class of attendants, and, before two weeks had elapsed, they had all incontinently departed for "pastures new," away from the restraints of good discipline.

Another large class is made up of those who attend at the command of parents and guardians, or through the solicitations of employers. Many of these have some notion of the desirability of acquiring more knowledge, but seem to think that their part in the matter consists in being passive recipients. They have no idea of putting forth any mental effort, but seem to expect that in some magical way the teachers will furnish them the desired knowledge, without their giving even attention. Perhaps, in many cases, the fatigue of daily labor is the cause of this mental indolence.

The result is, however, to render regular attendance and steady application to study irksome, and absence on the slightest pretext quickly follows, and in a few weeks, this ends in permanent withdrawal. Some individuals of this class can be reached through parents, but as a rule, they come and go at their own sweet wills, and their attendance is beyond control.

The character of the classes of pupils thus described accounts largely for the rapid diminution in attendance heretofore alluded to, although considerable influence must also be ascribed to the temptations of social life—skating parks, concerts, lectures and other evening amusements.

The fairly regular attendants constitute the third and remaining class. These pupils are generally anxious to progress in their studies, and are undoubtedly benefited by their attendance. They number about one-fourth of those who enter at the opening of the term, and after the other two classes have departed and the school has become fully organized, make steady and remunerative progress in the direct ratio of regularity of attendance.

It is evident, then, that irregularity of attendance is one of the main causes of the unsatisfactory results of evening schools. There may have been other causes of failure, however. That these did not lie in the plan of organization, your Committee is satisfied. Teachers of varied and, in other fields, successful experience were employed, well-lighted and comfortable rooms furnished, everything essential in the way of materials supplied, the schools were located with special reference to the convenience of scholars; in fact, everything that experience or foresight could suggest was done to make these schools successful; yet the result is by no means what was hoped for. The doors were thrown wide open to receive all who might apply, yet comparatively few seemed to consider the opportunity of enough value to warrant steady attendance.

A cause of the want of complete success may exist in the fact that teachers who have been quite successful in a graded day school sometimes fail when contending with the far different conditions and difficulties of evening schools. Teachers who possess that peculiar aptitude which makes them masters of the trying situations of a necessarily ungraded body of pupils, where much of the instruction must be individual, are, indeed, "*rara avis*." All that can be done is to exercise as wise a discrimination as possible in the selection of teachers. Past experience is, however, the only safe basis of selection; for if teachers who have this qualification sometimes fail, how much more likely is the tyro to prove unfit. Again, your Committee believes that the minimum number of pupils to a teacher, established by our regulations, viz.: thirty, has proven too large. The

average number was low enough during the past term, but the number assigned to each teacher at the outset impeded work and discouraged regular attendance. Judging from the reports of other cities, this number should be reduced to not more than twenty. The universal testimony is that on account of the diverse attainments of scholars, there can be no fair amount of progress without individual instruction. Not much class work is possible ; therefore the number of pupils to a teacher must be small in order to attain even moderate results.

It has been suggested that there is no longer a necessity for evening schools ; that the classes intended to be reached by these schools, in our city, are either so few in number, or care so little for the opportunity offered, that these schools may be as well discontinued.

The correctness of this suggestion depends upon which of two considerably-varying views of the province of evening schools is held.

Some contend that they should be limited to the merest rudiments of primary instruction ; that nothing beyond the reading of easy sentences, the simplest operations of arithmetic, and the first elements of penmanship, should be taught. Were the scope of these schools thus limited, judging from the point of advancement reached by the pupils who were regular attendants during the past term, none of whom were absolute illiterates, one, or at the most two teachers, would suffice for the whole number of pupils, unless the attendance were made compulsory, and your Committee believes compulsion in evening schools to be impracticable.

If, therefore, the evening schools are to be restricted to the grades above described, and there are good grounds for assuming the position to be a sound one, then it may be true that there is no longer a place for these schools in our system, especially as it is a fact that those of low grades are by far the most irregular in attendance while they remain, and are the first to withdraw entirely.

The other view of the object of evening schools is that they are intended not only to *start* those who cannot attend

day-schools, on the road to education, but should also carry still farther along those who have made some advancement.

It is contended by those who support this view, that these schools are really of much benefit to those only who have progressed somewhat, and are anxious to press on. Hundreds of youth, they assert, who have been compelled by circumstances to leave our primary and grammar schools at an early age, need only the guidance obtainable at evening schools, to make permanent and available the knowledge they have acquired, as well as to fit them for farther progress.

Whether this view be wholly tenable or not, the burden of evidence gleaned from a number of reports on this subject in other cities, tends to the conclusion that the advanced grades only of an evening-school system bear satisfactory fruit. Bridgeport, Conn.; Fitchburg and Lowell, Mass.; Newark, N. J.; Providence, R. I., and other cities where any measure of success is claimed, all have advanced classes.

The Superintendent of Schools of New York, in his last report, while regretting the irregular attendance and consequent partial failure of the evening schools of low grades, speaks with evident satisfaction of the excellent results attained in the more advanced classes.

The inference from these statements is evidently that, with the incentives offered by the prospect of participation in the higher grades, evening schools will prove a more satisfactory investment of public money than without them.

The Board will be called upon, in a few months, to decide the question of the continuance or abandonment of these schools. Your Committee would suggest that one of two positions must be assumed: either that the instruction in evening schools shall be of the most elementary character, and confined to those who are quite illiterate, or opportunity must be offered for more advanced studies. If the first position be taken, it will be well to consider whether evening schools of so low a grade are any longer needed in our city. If, however, the other position is decided to be the correct

one, it follows that the schools should be continued, and every reasonable facility should be provided.

It is hoped that the members of the Board will look at these questions carefully from every side, and be ready to act intelligently and wisely, when they are presented for final decision.

In conclusion, this Committee is pleased to report that, as far as they were able to observe, these schools did not fall short of the expectations of their promoters the past session, through any lack of faithful and conscientious endeavor on the part of the teachers. The discipline was far better than that of previous terms; the methods of instruction were also superior, and considerable progress was made by those pupils who attended with any degree of regularity.

CHARLES P. EASTON,
GEORGE B. HOYT,
PETER J. FLINN,
HENRY W. LIPMAN.

REPORT
OF THE
COMMITTEE ON TEXT-BOOKS AND COURSE OF STUDY.

ALBANY, *June 5, 1879.*

To the Board of Public Instruction :

The Committee on Text-books and Course of Study respectfully report that, since the adoption of the present course of study, the condition of the schools has been much improved, and the course has given general satisfaction.

But experience has made it clear that it is not a practicable one, the principal objection being that the course cannot be completed by the average scholar in the time contemplated by it.

The committee therefore recommend to the Board the adoption of a course prepared by the Superintendent, with the advice and assistance of all the Principals. The proposed course has the unanimous approval of the Principals, and is considered a practicable working course, by the use of which all the schools can be kept abreast, and even and proper progress can be accomplished and maintained.

The following resolutions are offered for adoption :

Resolved, That the accompanying course of study be and is hereby adopted, and that the same be put in operation on the opening of the school year in September next.

Resolved, That the Superintendent be directed to prepare a manual of instructions to teachers for their guidance in carrying out this course of study ; and, upon completion of the same, that five hundred copies of said manual be printed for the use of the teachers.

JOS. LEWIS,
C. A. ROBERTSON,
A. S. DRAPER.

COURSE OF STUDY.

YEARS.	READING.	ARITHMETIC.	GEOGRAPHY.	GRAMMAR.	GENERAL EXERCISES.
FIRST ...	Chart and First Reader.	Arabic Nos. to 100. Roman Nos. to 50. Combinations through 8's, add, using 1, 2, 3 without carry.			Object Lessons. Callisthenics.
SECOND....	Second Reader.	Arabic Nos. to 10,000. Roman Nos. to 100. Addition. Subtraction com'nced.			Object Lessons. Callisthenics.
THIRD	Third Reader, 120 pp.	Subtraction completed. Multiplication to 8's.	Oral.	Language Lessons.	Object Lessons. Callisthenics.
FOURTH ..	Third Reader completed. Fourth Reader, 60 pp.	Through Long Division.	Primary to U. S.	Language Lessons.	
FIFTH.....	Fourth Reader to p. 140.	Thru'g Com. Fractions.	Primary to S. America.	Language Lessons.	
SIXTH.....	Fourth Reader complet'd.	Thru'g Federal Money.	Primary finished.	Language Lessons.	
SEVENTH..	Fifth Reader to p. 180.	To Compound Addition.	Com. Sch. to British Prov.	Analysis, Parsing and Construction of Easy Sentences. Composition.	Rhetorical Exercises.
EIGHTE ...	Fifth Reader completed.	To Compound Interest.	To Asia.	Analysis, Parsing and Construction of Easy, Complex and Compound Sentences. Etymology—Composition.	Rhetorical Exercises a. U. S. History begun.
NINTH....	Fifth Reader Reviewed, using Introduction.	Completed and Reviewed.	Completed and Reviewed.	Through False Syntax. Composition.	Rhetorical Exercises. U. S. History completed.

Spelling, Penmanship, Music and Drawing throughout the course.

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C. P. EASTON, J. LEWI, P. J. FLINN, C. A. ROBERTSON.

EXCUSES OF TEACHERS.

J. H. LYNCH, J. LEWI, W. MORGAN.

LAW.

A. S. DRAPER, P. J. FLINN, C. P. EASTON.

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<i>No. 1.</i>	<i>School.</i>	<i>No. 3.</i>	<i>School.</i>
L. T. MORRILL	No. 1—4—25	J. H. LYNCH	No. 15—9.
J. LEWI	No. 14.	W. MORGAN	No. 12—18.
H. W. LIPMAN	No. 10—17.	S. TEMPLETON	No. 21—8.
 <i>No. 2.</i>		 <i>No. 4.</i>	
C. P. EASTON	No. 6—23.	G. B. HOYT	No. 2—11.
P. J. FLINN	No. 13—20.	J. A. McCALL	No. 3—7—19.
A. S. DRAPER	No. 5—22.	C. A. ROBERTSON	No. 16—24.

FACULTY OF THE HIGH SCHOOL.

- JOHN E. BRADLEY, Ph. D. Principal and Professor of Mental
and Moral Philosophy.
- CHARLES A. HORNE, A. M. Professor of Mathematics.
- OSCAR D. ROBINSON, A. M. Professor of Latin and Greek.
- AUSTIN SANFORD, A. M. Professor of English Literature and
History.
- RICHARD PRESCOTT, M. E. Professor of Natural Science.
- LEO. H. ALTMAYER, Ph. D. Professor of the German Language
and Literature.
- , Professor of the French Language
and Literature.
- WILLIS G. TUCKER, M. D. Professor of Chemistry.
- THOS. SPENCER LLOYD Professor of Music.
- WILLIAM D. GOEWEY Teacher of Latin.
- MISS MARY MORGAN Rhetoric and Elocution.
- MISS REBECCA I. HINDMAN English Branches.
- MISS MARGARET SULLIVAN English Branches.
- MISS ANNA J. SHANKS English Branches.
- MISS MARY A. COCHRANE English Branches and Latin.
- MISS MARGARET J. ANNESLEY English Branches.
- MISS MARY I. DAVIS English Branches.
- MISS DORA C. WENDELL English Branches.
- MISS ELLEN SULLIVAN English Branches.

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Principal	\$2,700 00
Professor of Mathematics and Latin and Greek, each...	2,160 00
Professor of English Literature and History.....	1,620 00
Professor of Natural Science.....	1,200 00
Professor of German.....	760 00
Professor of French	400 00
Professor of Chemistry—5 months' service.....	400 00
Teacher of Latin—man.....	700 00
Teacher of Latin—lady.....	600 00
Teacher of Rhetoric and Elocution—lady	855 00
Teacher of English Branches—one lady at.....	760 00
Teacher of English Branches—one lady at.....	665 00
Teacher of English Branches—one lady at.....	650 00
Teacher of English Branches—one lady at.....	617 50
Teacher of English Branches—one lady at.....	570 00
Teacher of English Branches—two ladies at.....	500 00

LIST OF PRINCIPALS AND TEACHERS
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VARIOUS GRAMMAR AND PRIMARY SCHOOLS.

Primary School No. 1.

Miss JULIA M. JAMES, Principal.
“ Josephine Moran, Principal's Assistant.
“ Carrie R. Churchill, Principal, Second Primary.
Mrs. A. A. Vance, Assistant, Second Primary.
“ Elizabeth Murphy, Principal, First Primary.
Miss Emma Doctor, Assistant, First Primary.

Grammar School No. 2.

LEWIS H. ROCKWELL, Principal.
Miss Frances Gilborne, Principal's Assistant.
“ Martha W. Wilson, Principal, Intermediate Department.
“ Freddy Mallory, Assistant, Intermediate Department.
“ Martha A. Pultz, Principal, Primary Department.
“ Martha Winne, Assistant, Primary Department.

Primary School No. 3.

Miss MARTHA McFARLAND, Principal.
“ Mary E. Dolan, Principal's Assistant.
“ Emily L. Platt, Principal, First Primary.
“ Emma Whipple, Assistant, First Primary.

Primary School No. 4.

Miss KATE MCAULEY, Principal.
“ Louisa Crounse, Principal's Assistant.
“ Isabella Holmes, Principal, Second Primary.
“ Maggie Barry, Assistant, Second Primary.

Primary School No. 5.

JOHN A. HOWE, Principal.

Miss Caroline Ostrander, Principal's Assistant.

- " Sophia J. Sprague, Principal, Intermediate Department.
- " Anna E. Law, Assistant, Intermediate Department.
- " Harriet E. Prentice, Principal, Primary Department.
- " Ella J. Graham, Assistant, Primary Department.

Grammar School No. 6.

ALMOND HOLLAND, Principal.

Miss Helen A. Cochrane, Room A, Principal's Assistant.

- " Ida A. Green, Room B, Senior.
- " Lizzie L. Cole, Room C, Senior.
- " Eliz. Smith, Room D, Senior.
- " Frances M. Benjamin, Room E, Intermediate.
- " Ellie F. Moran, Room F, Intermediate.
- " Addie A. Stoneman, Room G, Intermediate.
- " Fannie M. Brainard, Room H, Intermediate.
- " Clara C. McMillan, Room I, Primary.
- " Emma W. Davidson, Room J, Primary.
- " Anna E. Boom, Room K, Primary.
- " Mary P. Russ, Room L, Primary.
- " Jennie F. Cullen, Room M, Primary.

Grammar School No. 7.

WILLIAM L. MARTIN, Principal.

Miss Jane Cowieson, Principal's Assistant.

- " Margaret A. Hevenor, Principal, Intermediate Dep't.
- " Julia E. Ryan, Assistant, Intermediate Department.
- " Isabella T. Henry, Principal, Primary Department.
- " Ida G. Russ, Assistant, Primary Department.

Grammar School No. 8.

JOHN E. SHERWOOD, Principal.

Miss Rosa Carr, Principal's Assistant.

- " Ida W. Johnson, Principal, Intermediate Department.

Miss Carrie Winnie, Assistant, Intermediate Department.

- “ Georgia Mosher, Principal, Primary Department.
- “ Belle A. Crannell, First Assistant, Primary Department.
- “ Mary McC. Hammeck, Second Assistant, Primary Department.

Primary School No. 9.

Miss JENNIE SIMPSON, Principal.

- “ Ellen E. Deevey, Principal's Assistant.
- “ Eleanor J. Hughes, Principal, Second Primary.
- “ Kate Crummey, Assistant, Second Primary.

Grammar School No. 10.

GEORGE H. BENJAMIN, Principal.

Miss Mary E. Howard, Principal's Assistant.

- “ Bella McAllister, Principal, Intermediate Department.
- “ Rosa Ulshoefer, Assistant, Intermediate Department.
- “ Augusta Kennedy, Third Primary Department.
- “ Sarah J. Giguere, Second Primary Department.
- “ Maggie E. Hayes, First Primary Department.

Grammar School No. 11.

JOSIAH H. GILBERT, Principal.

Miss Ella Burnap, Room A, Senior.

- “ Kate A. Lord, Room C, Senior.
- “ Frances Westover, Room B, Senior.
- “ Ida C. Burnap, Room D, Intermediate.
- “ Mary U. Sexton, Room E, Intermediate.
- “ Mary E. Gray, Room G, Intermediate.
- “ Hattie A. Smith, Room H, Intermediate.
- “ Louisa Gompf, Room L, Intermediate.
- “ Margaret Morris, Room K, Intermediate.
- “ Mary Hussey, Room J, Intermediate.
- “ Nellie Combs, Room M, Intermediate.
- “ Agnes M. Overton, Room F, Intermediate.
- “ Charlotte Westover, Assistant Room A.

Grammar School No. 12.

ELI E. PACKER, Principal.

Miss Sarah A. Morehead, Principal's Assistant, Room A,
Senior.

- “ Louise M. Burdick, Room B, Senior.
- “ Ella A. Reardon, Room C, Senior.
- “ Emma L. Lloyd, Room D, Senior.
- “ Sarah Gibson, Room E, Intermediate.
- “ Mary J. Don, Room F, Intermediate.
- “ Jane Wensley, Room G, Intermediate.
- “ Louisa House, Room H, Intermediate.
- “ Laura Richards, Room I, Primary.
- “ Lydia Gardner, Room J, Primary.
- “ Gertie Gordon, Room K, Primary.
- “ Hattie Butler, Room L, Primary.
- “ Hattie Brown, Room M, Primary.
- “ Mary L. Richman, Room N, Primary.
- “ Jean Osborn, Room O, Primary.

Grammar School No. 13.

P. H. MCQUADE, Principal.

Miss Leonora Farnham, Room A, Senior.

- “ Augusta C. Capron, Room B, Senior.
- “ Etta Marvin, Room C, Senior.
- “ Annie E. Lyons, Room D, Intermediate.
- “ Jennie T. Corbett, Room E, Intermediate.
- “ Catherine Murphy, Room F, Intermediate.
- “ Lucy A. Stantial, Room G, Second Primary.
- “ Ida A. Carroll, Room H, Second Primary.
- “ Josie R. Burdick, Room J, First Primary.
- “ Kate A. Smith, Room K, First Primary.

Grammar School No. 14.

JAMES L. BOTHWELL, Principal.

Miss Sarah E. Bartley, Room A, Senior.

“ Mary A. Richards, Room B, Senior.

“ Julia M. Simpson, Room C, Senior.

“ Anne E. Caine, Room D, Intermediate.

“ Helen M. Kyle, Room E, Intermediate.

“ Lillian D. Burdick, Room F, Intermediate.

“ Jennie Bell, Room G, Intermediate.

“ Jane A. Williams, Room H, Intermediate.

“ Anna K. Staats, Room J, Intermediate.

“ Emma T. Wilkinson, Room K, Primary.

“ Kate Hans, Room L, Primary.

“ Maggie Meckel, Room M, Primary.

“ Eva H. Kennedy, Room N, Primary.

“ Mary A. Horton, Room O, Primary.

“ Gertrude Hamburger, Room P, Primary.

Mrs. Catharine Murphy, Room Q, Primary.

Miss Lillian Sangmaster, Room R, Primary.

“ Ada Viele, Room S, Primary.

Grammar School No. 15.

LEVI CASS, Principal.

Miss Eurette Crannell, Room A, Senior.

“ Helen J. Bartley, Room A, Senior.

“ Mary McDonald, Room B, Senior.

“ Kate C. Quinn, Room C, Senior.

“ Williametta Lansing, Room D, Senior.

“ Margaretta J. Courtney, Room E, Intermediate.

“ Mary F. McDermott, Room F, Intermediate.

“ Elizabeth H. Buss, Room G, Intermediate.

“ Alice L. Northrop, Room H, Intermediate.

“ Kate F. Sullivan, Room I, Intermediate.

“ Agnes R. Davison, Room K, Intermediate.

“ Mary G. Smith, Room L, Intermediate.

“ Maggie E. Gorman, Room M, Primary.

“ Jessie B. Cochrane, Room N, Primary.

“ Lottie A. McDermott, Room P, Primary.

- Miss Anna P. Halpen, Room O, Primary.
 " Ella F. Brice, Room Q, Primary.
 " Martha W. Lewi, Room R, Primary.

Primary School No. 16.

- Miss ELINOR F. DICKSON, Principal.
 " Helen J. Bassett, Assistant.

Grammar School No. 17.

- CHARLES A. WHITE, Principal.
 Miss Ellen Thomas, Room B, Intermediate.
 Mrs. Lydia C. Burnap, Room C, intermediate.
 Miss Elenora Wark, Room D, Intermediate.
 " Maria M. Mull, Room E, Primary Department.
 " Kate C. Allen, Room F, Primary Department.
 " Bertha Labishiner, Room G, Primary Department.
 " Maggie J. Graham, Room H, Primary Department.

Grammar School No. 18.

- Miss JOSEPHINE CLEMENT, Principal.
 " Louisa Canaday, First Assistant.
 " Louisa Van Zandt, Second Assistant.

Grammar School No. 19.

- Miss MARY A. SIMPSON, Principal.
 " Anna L. Scally, First Assistant.
 " Eleanor Snyder, Second Assistant.
 " Lizzie Campbell, Third Assistant.

Grammar School No. 20.

- E. H. TORREY, Principal.
 Miss Bridget Dempsey, Intermediate Department.
 " Mary Coyle, First Primary Department.
 " Kate Griffin, Second Primary Department.
 " Annie L. Corbett, Third Primary Department.
 " Mary A. Murray, Fourth Primary Department.

Grammar School No. 21.

A. F. UNDERDONK, Principal.

Miss Christina Ferguson, Principal's Assistant, Room A,
Senior.

- " Celia Jones, Room J, Intermediate.
- " Julia W. Crannell, Room B, Senior.
- " Ella J. McCracken, Room M, Intermediate.
- " Lizzie Erwin, Room L, Intermediate.
- " Emma E. Jones, Room K, Intermediate.
- " Helen Case, Room H, Primary.
- " Jennie E. McLean, Room G, Primary.
- " Maggie A. Brown, Room F, Primary.
- " Agnes S. Gavey, Room C, Primary.
- " Mary F. Wylie, Room E, Primary.
- " Maggie G. Jones, Room D, Primary.

Primary School No. 22.

Miss JENNIE A. UTTER, Principal.

- " Maggie Roche, Seventh Primary.
- " Rosetta Hartnett, Sixth Primary.
- " Kate Kennedy, Fifth Primary.
- " Rachel Jones, Fourth Primary.
- " Rebecca McKenzie, Third Primary.
- " Anna D. Smith, Second Primary.
- " Lucy J. Miles, First Primary.

Primary School No. 23.

Miss LIZZIE MCCARTHY, Principal.

- " Angeline E. Miller, First Assistant.
- " Mary Zeitler, Second Assistant.
- " Alice E. Geary, Third Assistant.

Primary School No. 24.

Miss JENNIE HEPINSTALL, Principal.

- " Susie M. Mangan, First Assistant.
- " Sarah A. Carey, Second Assistant.

- Miss Anna P. Halpen, Room O, Primary.
 " Ella F. Brice, Room Q, Primary.
 " Martha W. Lewi, Room R, Primary.

Primary School No. 16.

- Miss ELINOR F. DICKSON, Principal.
 " Helen J. Bassett, Assistant.

Grammar School No. 17.

- CHARLES A. WHITE, Principal.
 Miss Ellen Thomas, Room B, Intermediate.
 Mrs. Lydia C. Burnap, Room C, intermediate.
 Miss Elenora Wark, Room D, Intermediate.
 " Maria M. Mull, Room E, Primary Department.
 " Kate C. Allen, Room F, Primary Department.
 " Bertha Labishiner, Room G, Primary Department.
 " Maggie J. Graham, Room H, Primary Department.

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 " Louisa Van Zandt, Second Assistant.

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 " Lizzie Campbell, Third Assistant.

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 " Kate Griffin, Second Primary Department.
 " Annie L. Corbett, Third Primary Department.
 " Mary A. Murray, Fourth Primary Department.

Grammar School No. 21.

A. F. ONDERDONK, Principal.

Miss Christina Ferguson, Principal's Assistant, Room A,
Senior.

- " Celia Jones, Room J, Intermediate.
- " Julia W. Crannell, Room B, Senior.
- " Ella J. McCracken, Room M, Intermediate.
- " Lizzie Erwin, Room L, Intermediate.
- " Emma E. Jones, Room K, Intermediate.
- " Helen Case, Room H, Primary.
- " Jennie E. McLean, Room G, Primary.
- " Maggie A. Brown, Room F, Primary.
- " Agnes S. Gavey, Room C, Primary.
- " Mary F. Wylie, Room E, Primary.
- " Maggie G. Jones, Room D, Primary.

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Miss JENNIE A. UTTER, Principal.

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- " Rosetta Hartnett, Sixth Primary.
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- " Rachel Jones, Fourth Primary.
- " Rebecca McKenzie, Third Primary.
- " Anna D. Smith, Second Primary.
- " Lucy J. Miles, First Primary.

Primary School No. 23.

Miss LIZZIE MCCARTHY, Principal.

- " Angeline E. Miller, First Assistant.
- " Mary Zeitler, Second Assistant.
- " Alice E. Geary, Third Assistant.

Primary School No. 24.

Miss JENNIE HEPINSTALL, Principal.

- " Susie M. Mangan, First Assistant.
- " Sarah A. Carey, Second Assistant.

Miss Kate M. Doudle, Third Assistant.
 " Anna P. Erwin, Principal, Third Primary.
 " Mary L. McGinn, First Assistant.
 " Hattie M. Allen, Second Assistant.
 " Julia Cordell, Principal, Second Primary.
 " Anna Reese, First Assistant.
 " Mary C. Kelly, Second Assistant.
 " Anna E. Walker, Principal, First Primary.
 " Ida J. Bullis, First Assistant.
 " Ada Craig, Second Assistant.

Primary School No. 25.

Mrs. M. L. HOTALING, Principal,
 Miss Ardella Bogardus, Intermediate.
 " Josephine Hartnett, Third Primary.
 " Mary Geoghegan, Second Primary
 " Anna G. Murphy, First Primary.

Musical Director,

THOMAS S. LLOYD.

Drawing Master,

THEODORE C. HAILES.

SALARIES.

Principals of Schools Nos. 6, 11, 12, 13, 14, 15 and 21 (men).....	\$1,800 00
Principals of Schools Nos. 2, 5, 7, 8 and 10 (men)	1,575 00
Principals of Schools Nos. 17 and 20 (men).....	1,140 00
Principals of Schools Nos. 22, 24 and 25 (ladies).	700 00
Principals of Schools Nos. 1, 3, 4, 9 and 23 (ladies)	665 00
Principals of Schools Nos. 16, 18 and 19 (ladies..	600 00
Musical Director.....	1,485 00
Drawing Master.....	1,000 00
Principal's Assistants.....	617 50
Principal teachers in Department	570 00
Assistant teachers, first year.....	400 00
Assistant teachers, second year	450 00
Assistant teachers, third year and thereafter	500 00

333135

FOURTEENTH ANNUAL REPORT

OF THE

Board of Public Instruction

OF THE

CITY OF ALBANY

TO THE COMMON COUNCIL,

FOR THE

YEAR ENDING AUGUST 31, 1880.



ALBANY, N. Y.

THE ARGUS COMPANY, PRINTERS.

1880.

DUP EXCH 20 JAN 1883



FOURTEENTH ANNUAL REPORT

OF THE

Board of Public Instruction

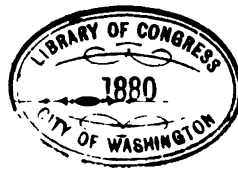
OF THE

CITY OF ALBANY

TO THE COMMON COUNCIL

FOR THE

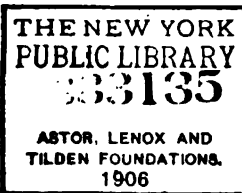
YEAR ENDING AUGUST 31, 1880.



ALBANY, N. Y.

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R E P O R T.

*To the Honorable the Common Council
of the City of Albany :*

GENTLEMEN. — In compliance with the requirements of the law establishing the Board of Public Instruction, its Fourteenth Annual Report of the condition of the public schools of this city is herewith presented.

ALTERATIONS OF SCHOOL BUILDINGS.

During the summer vacation of 1879 school buildings Nos. 6, 12, 14 and 18 were altered in internal arrangement so as to replace the old plan of a large study-room, with adjoining recitation rooms, with a system of small rooms, accommodating about fifty-six scholars each, presided over by one teacher. The obvious advantages of these alterations are in the direction of health, increased accommodations and improved teaching facilities. The concentration of responsibility results in better discipline, and more thorough work. The number of sittings in these schools was increased 245 by these alterations, which is nearly equivalent to the erection of a new building. The total cost of the improvements was \$4,982.08.

6 FOURTEENTH ANNUAL REPORT OF THE

NEW SCHOOL BUILDING.

As foreshadowed in last year's report, the Board determined to erect a new building in North Albany, to replace the old one known as No. 20, which had become inadequate to furnish sitting-room for the children of that rapidly growing section. A lot had been purchased last year, and the sum of \$18,000 was placed in the budget for the erection of the new structure. Plans were adopted early this year and the ground was broken in February last. Owing to unforeseen delays the building will not be ready for occupation until the middle of September. The description of the building and the account of its cost, etc., are therefore necessarily postponed to next year.

PROPOSED SCHOOLS.

The need of new buildings to take the place of the structures of forty or fifty years ago, which are now ill-adapted to school purposes, being deficient in ventilation and light and badly arranged for economical and efficient use as classrooms, has been frequently set forth in previous reports.

The Board has, however, hesitated to ask for the needed funds in view of the rather high rate of taxation for some years past. This resolution was in 1898-99 removed by the action of the Legislature, and, without passing a law empowering this Board, will be deemed a duty on the part of the Board, to sell the property of the State and use the funds so obtained for the erection of new schools. The Board will, of course, do so.

of course, reduce considerably the expense of projected improvements.

The localities which present the strongest claims for improved buildings are those accommodated now by schools Nos. 2 and 16, and schools Nos. 3 and 5, respectively. This Board will probably ask your honorable body to permit it to sell these buildings as soon as practicable. Of course they cannot be sold and possession given until the new buildings are erected. Two new buildings will suffice to replace these four schools. They can be maintained at a reduced aggregate expense.

For full information as to the condition of the schools in respect to scholarship, discipline, etc., your attention is directed to the report of the Superintendent of Schools, the reports of the Committees on Examinations and the High School, and the report of the Principal of the High School, printed herewith.

STATISTICS.

The following tables exhibit the receipts and expenditures for the year in detail :

CASH RECEIPTS AND EXPENDITURES

FOR THE YEAR ENDING AUGUST 31st, 1880.

•••
RECEIPTS.

Cash balance on hand September 1, 1879.....	\$74,652 26
Raised by tax.....	145,477 81
State apportionment.....	48,171 93
From literature fund, etc., for High School....	2,433 07
From non-resident pupils.....	1,100 59
From sale of old desks.....	61 00
From High School pupils, use of books, etc....	1,071 70
	<hr/>
	\$272,968 36

EXPENDITURES.

Teachers' salaries.....	\$141,208 59
Text-books and stationery... ..	3,004 21
School apparatus.....	439 18
Repairs.....	10,036 72
School furniture.....	1,073 25
Heaters and stoves.....	2,500 88
Fuel.....	6,319 18
Janitors, cleaning school-houses, etc.....	6,877 61
Miscellaneous expenses.....	912 49
Salary of Superintendent and Sec- retary.....	2,125 01
Supplies ..	2,167 72
Blank books, printing and adver- tising.....	1,977 19
Alterations of school-houses.....	4,982 08
	<hr/>
Carried forward.....	\$183,624 11

BOARD OF PUBLIC INSTRUCTION.

9

Brought forward.....	\$183,624 11	
Salary of Superintendent of build- ings	1,500 00	
Library	1,185 38	
Rent of lot for use of School No. 5.	200 00	
Clerk hire.....	200 00	
Rent of house for use of School No. 20.....	192 00	
School-house No. 20.....	8,894 00	
Gas and water	390 75	
		\$196,186 24
Cash balance on hand September 1, 1880	76,782 12	
		<u>\$272,968 36</u>

EXPENDITURES IN DETAIL.

SCHOOL No. 1. — JULIA M. JANES, Principal.

Teachers' salaries	\$3,296 00
Repairs.....	261 13
Text-books and stationery.....	32 82
Heaters and stoves	14 50
Fuel	128 11
Cleaning school-house, making fires and sun-	
dries	150 00
Supplies.....	42 08
Gas and water.....	5 50
School furniture	3 08
	<hr/>
	\$3,933 22

SCHOOL No. 2. — LEWIS H. ROCKWELL, Principal.

Teachers' salaries	\$4,253 58
Repairs.....	312 48
Text-books and stationery.....	23 32
Heaters and stoves.....	86 79
Fuel	141 35
Cleaning school-house, making fires, etc	150 00
Supplies	62 50
Gas and water.....	10 00
School furniture	3 00
	<hr/>
	\$5,043 02

BOARD OF PUBLIC INSTRUCTION.

11

SCHOOL No. 3. — MARTHA MCFARLAND, Principal.

Teachers' salaries	\$2,079 32
Repairs	427 43
Text-books and stationery	13 00
Heaters and stoves	44 90
Fuel	105 73
Cleaning school-house, making fires, etc	137 00
Supplies	14 63
Gas and water	4 75
	<hr/>
	\$2,826 76

SCHOOL No. 4. — KATE A. MCAULEY, Principal.

Teachers' salaries	\$2,226 58
Repairs	213 06
Text-books and stationery	10 04
Heaters and stoves	23 14
Fuel	104 98
Cleaning school-house, making fires, etc	125 00
Supplies	37 78
Gas and water	1 00
	<hr/>
	\$2,741 58

SCHOOL No. 5. — JOHN A. HOWE, Principal.

Teachers' salaries	\$4,234 00
Repairs	469 97
Text-books and stationery	41 85
Heaters and stoves	43 89
Cleaning school-house, making fires, etc	150 00
Miscellaneous expenses	50
Supplies	43 69
Fuel	98 49
Rent of vacant lot	200 00
School furniture	3 08
Gas and water	2 25
	<hr/>
	\$5,287 72

12 **FOURTEENTH ANNUAL REPORT OF THE**

SCHOOL No. 6. — ALMON HOLLAND, Principal.

Teachers' salaries	\$8,116 75
Repairs	472 70
Text-books and stationery	97 04
Heaters and stoves	100 73
Fuel.....	370 86
Cleaning school-house, making fires, etc	316 91
Supplies	160 76
Miscellaneous expenses.....	10 00
School furniture.....	328 92
Gas and water	11 75
	<hr/>
	\$9,986 42

SCHOOL No. 7. — WILLIAM L. MARTIN, Principal.

Teachers' salaries	\$4,250 41
Repairs	416 81
Text-books and stationery	88 01
Heaters and stoves	33 03
Fuel	127 02
Cleaning school-house, making fires, etc	165 00
Supplies	87 47
Gas and water	5 25
	<hr/>
	\$5,173 00

SCHOOL No. 8. — JOHN E. SHERWOOD, Principal.

Teachers' salaries.....	\$4,780 25
Repairs	396 13
Text-books and stationery	49 14
Heaters and stoves	50 21
Cleaning school-house, making fires, etc	156 00
Supplies	53 38
Fuel.....	123 66
Gas and water	10 75
	<hr/>
	\$5,619 52

BOARD OF PUBLIC INSTRUCTION.

13

SCHOOL No. 9. — JENNIE SIMPSON, Principal.

Teachers' salaries	\$2,069 58
Repairs	242 19
Text-books and stationery	7 71
Heaters and stoves	37 78
Fuel	103 22
Cleaning school-house, making fires, etc	154 00
Supplies	28 95
Gas and water	1 00
	<hr/>
	\$2,644 43

SCHOOL No. 10. — GEORGE H. BENJAMIN, Principal.

Teachers' salaries	\$4,748 08
Repairs	168 71
Text-books and stationery	54 09
Heaters and stoves	7 50
Fuel	170 34
Cleaning school-house, making fires, etc	150 00
Supplies	52 53
School furniture	4 63
Gas and water	3 75
	<hr/>
	\$5,359 63

SCHOOL No. 11. — J. H. GILBERT, Principal.

Teachers' salaries	\$8,298 58
Repairs	360 63
Text-books and stationery	73 40
Heaters and stoves	251 14
Fuel	316 89
Cleaning school-house, making fires, etc	300 00
Miscellaneous expenses	51
Supplies	118 80
Gas and water	5 00
	<hr/>
	\$9,724 95

14 FOURTEENTH ANNUAL REPORT OF THE

SCHOOL No. 12. — E. E. PACKER, Principal.

Teachers' salaries.....	\$9,023 97
Repairs	856 10
Text-books and stationery	214 15
Heaters and stoves	323 90
Fuel.....	488 99
Cleaning school-house, making fires, etc.....	355 00
Supplies	154 43
Miscellaneous expenses	3 25
School furniture	552 32
Gas and water.....	9 00
	<hr/>
	\$11,986 11

SCHOOL No. 13. — P. H. MCQUADE, Principal.

Teachers' salaries	\$6,665 42
Repairs	1,224 00
Text-books and stationery.....	39 25
Heaters and stoves	250 89
Fuel	270 67
Cleaning school-house, making fires, etc.....	282 50
Supplies	86 40
Miscellaneous expenses	50
Gas and water.....	3 25
	<hr/>
	\$8,812 88

SCHOOL No. 14. — J. L. BOTHWELL, Principal.

Teachers' salaries'	\$10,580 43
Repairs.....	467 60
Text-books and stationery.....	48 12
Heaters and stoves	270 00
Fuel	358 39
Cleaning school-house, making fires, etc.....	320 00
Supplies	167 42
	<hr/>
Carried forward.....	\$12,211 90

BOARD OF PUBLIC INSTRUCTION. 15

Brought forward.....	\$12,211 90
Miscellaneous expenses.....	5 00
School furniture	25 40
Gas and water	12 00
	<hr/>
	\$12,254 36

SCHOOL No. 15. — LEVI CASS, Principal.

Teachers' salaries	\$10,818 94
Repairs.....	248 09
Text-books and stationery.....	80 62
Heaters and stoves.....	151 06
Fuel	462 20
Cleaning school-house, making fires, etc....	840 00
Supplies	147 48
Miscellaneous expenses	3 75
Gas and water	17 75
	<hr/>
	\$12,769 89

SCHOOL No. 16. — ELEANOR F. DICKSON, Principal.

Teachers' salaries	\$1,092 41
Repairs.....	691 85
Text-books and stationery ..	5 81
Fuel	55 22
Cleaning school-house, making fires, etc.....	100 00
Supplies	34 43
Gas and water.....	1 00
	<hr/>
	\$1,980 72

SCHOOL No. 17. — CHARLES A. WHITE, Principal.

Teachers' salaries	\$4,329 41
Repairs	13 80
Text-books and stationery	31 94
	<hr/>
Carried forward.....	\$4,375 15

16 **FOURTEENTH ANNUAL REPORT OF THE**

Brought forward.....	\$4,375 15
Fuel	290 83
Cleaning school house, making fires, etc.....	250 00
Supplies	41 69
Miscellaneous expenses.....	4 00
Heaters and stoves	25 05
Gas and water.....	13 00
	<hr/>
	\$4,999 72
	<hr/>

SCHOOL No. 18. — JOSEPHINE CLEMENT, Principal.

Teachers' salaries	\$1,496 50
Repairs	187 41
Text-books and stationery	26 75
Heaters and stoves	14 63
Fuel	66 85
Cleaning school-house, making fires, etc.....	100 00
Supplies.....	38 81
Gas and water.....	1 00
School furniture.....	129 57
	<hr/>
	\$2,061 52
	<hr/>

SCHOOL No. 19. — MARY A. SIMPSON, Principal.

Teachers' salaries.....	\$1,985 24
Repairs.....	194 27
Text-books and stationery	20 92
Cleaning school-house, making fires, etc.....	75 00
Supplies	39 31
Heaters and stoves	42 93
Fuel	45 74
	<hr/>
	\$2,403 41
	<hr/>

BOARD OF PUBLIC INSTRUCTION.

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SCHOOL No. 20. — E. H. TORREY, Principal.

Teachers' salaries.....	\$3,603 91
Repairs	106 88
Text-books and stationery	136 45
Heaters and stoves	38 75
Fuel	299 15
Cleaning school-house, making fires, etc.....	196 20
Supplies	98 92
Rent of addition.....	192 00
	<hr/>
	\$4,672 26

SCHOOL No. 21. — A. F. ONDERDONK, Principal.

Teachers' salaries....	\$7,623 82
Repairs	590 63
Text-books and stationery	81 68
Heaters and stoves	4 87
Fuel.....	435 87
Cleaning school-house, making fires, etc.....	300 00
Supplies	121 36
Miscellaneous expenses.....	18 52
Gas and water	1 00
	<hr/>
	\$9,177 75

SCHOOL No. 22. — JENNIE A. UTTER, Principal.

Teachers' salaries.....	\$4,034 91
Repairs	480 43
Text-books and stationery	54 87
Heaters and stoves	83 70
Fuel.....	286 85
Cleaning school-house, making fires, etc	287 00
Supplies	82 16
Gas and water	1 00
	<hr/>
	\$5,310 92

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SCHOOL No. 23. — LIZZIE MCCARTY, Principal.

Teachers' salaries	\$2,166 50
Repairs	95 06
Text-books and stationery	45 63
Heaters and stoves	37 70
Fuel	78 04
Cleaning school-house, making fires, etc	100 00
Supplies	47 67
Gas and water	1 00
	<hr/>
	\$2,571 60

SCHOOL No. 24. — JENNIE HEPINSTALL, Principal.

Teachers salaries	\$6,710 16
Repairs	281 27
Text-books and stationery	75 78
Heaters and stoves	189 62
Fuel	285 87
Cleaning school-house, making fires, etc	250 00
Supplies	68 37
Miscellaneous expenses	2 50
School furniture	9 25
Gas and water	4 50
	<hr/>
	\$7,877 32

SCHOOL No. 25. — MARY L. HOTALING, Principal.

Teachers' salaries	\$2,470 23
Repairs	133 49
Text-books and stationery	11 11
Heaters and stoves	35 63
Fuel	391 13
Cleaning school house, making fires, etc	225 00
Supplies	49 54
Gas and water	1 00
	<hr/>
	\$3,317 13

BOARD OF PUBLIC INSTRUCTION.

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HIGH SCHOOL. — JOHN E. BRADLEY, Principal.

Teachers' salaries	\$17,778 61
Repairs	711 90
Text-books and stationery	1,770 78
Heaters and stoves	338 44
School apparatus	439 18
School furniture	14 00
Fuel	712 73
Cleaning, making fires and janitor's salary	1,243 00
Miscellaneous expenses	164 38
Supplies	155 79
Blank books, printing and advertising	550 57
Gas and water	264 25
	<hr/>
	\$24,143 63

Credit.

Amount received from Literature Fund through the Regents of the University	\$2,433 07
Amount received from pupils for use of books, etc	1,071 70
Amount received for tuition of non-resident pupils	735 00
	<hr/>
	4,239 77
Net expenses of High School	<hr/>
	\$19,903 86

OFFICE OF THE BOARD.

Salary of superintendent and secretary	\$2,125 01
Blank books, printing and advertising	1,426 62
Miscellaneous expenses, medals, etc	699 58
Repairs	12 70
Supplies	135 75
Text-books and stationery	30 29
Clerk hire	200 00
	<hr/>
	\$4,629 95

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MISCELLANEOUS.

Salary of superintendent of repairs.....	\$1,500 00
Salary of music teacher	1,485 00
Salary of teacher of drawing	1,000 00
Library of the schools (salary, \$500; printing and books, \$685.38)	1,185 38
	<hr/>
	\$5,170 38
	<hr/>

SCHOOL BUILDINGS.

School-house No. 20.....	\$8,894 00
	<hr/>

ALTERATIONS OF SCHOOL-HOUSES.

School-house No. 6	\$1,478 67
School-house No. 12	1,907 57
School-house No. 14	439 77
School-house No. 18	1,156 07
	<hr/>
	\$4,982 08
	<hr/>

RECAPITULATION.

Debit.

To cash on hand September 1, 1879.....	\$74,652 26
To receipts.....	198,316 10
To supplies on hand, as per inventory, September 1, 1879.....	617 28
To text-books on hand, as per inventory, September 1, 1879.....	454 92
	<hr/>
	\$274,040 56
	<hr/>

Credit.

By expenses of School No. 1	\$3,933 22
By expenses of School No. 2	5,043 02
By expenses of School No. 3	2,826 76
By expenses of School No. 4	2,741 58
By expenses of School No. 5	5,287 72
	<hr/>
Carried forward.....	\$19,832 30

BOARD OF PUBLIC INSTRUCTION.

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Brought forward.....	\$19,832 30
By expenses of School No. 6	9,986 42
By expenses of School No. 7	5,173 00
By expenses of School No. 8	5,619 52
By expenses of School No. 9	2,644 43
By expenses of School No. 10	5,359 63
By expenses of School No. 11	9,724 95
By expenses of School No. 12	11,981 11
By expenses of School No. 13	8,812 88
By expenses of School No. 14	12,254 36
By expenses of School No. 15	12,769 89
By expenses of School No. 16	1,980 72
By expenses of School No. 17	4,999 72
By expenses of School No. 18	2,061 52
By expenses of School No. 19	2,403 41
By expenses of School No. 20	4,672 26
By expenses of School No. 21	9,177 75
By expenses of School No. 22	5,310 92
By expenses of School No. 23	2,571 60
By expenses of School No. 24	7,877 32
By expenses of School No. 25	3,317 13
By expenses of High School.....	24,143 63
By expenses of office, etc.....	4,629 95
By salary of superintendent of buildings.....	1,500 00
By salary of music teacher	1,485 00
By salary of teacher of drawing	1,000 00
By library of the public schools.....	1,185 38
By school-house No. 20.....	8,894 00
By alterations of school-houses.....	4,982 08
By text-books on hand August 31, 1880, as per inventory	295 74
By supplies on hand August 31, 1880, as per in- ventory	612 93
By cash on hand August 31, 1880.....	76,782 12
	<hr/>
	\$274,040 56

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COST OF TUITION PER PUPIL.

Based on teachers' salaries and registered number.....	\$10 05
Based on teachers' salaries and average number belonging	14 11
Based on total expenditure and registered number	13 96
Based on total expenditure and average number belonging	19 60

TABLE

SHOWING THE LOCATION OF THE DIFFERENT SCHOOLS AND
THE ESTIMATED VALUE OF THE LOTS AND BUILDINGS.

School.	LOCATION OF SCHOOL.	Estimated value of lot.	Estimated value of buildings.
High...	Eagle street corner Steuben and Colum- bia streets.....	\$30,000	\$130,000
No. 1	310 South Pearl street.....	8,000	10,000
No. 2	218 State street.....	12,000	10,000
No. 3	7 Van Tromp street.....	8,000	10,000
No. 4	55 Union street.....	1,000	10,000
No. 5	172 North Pearl street.....	8,000	10,000
No. 6	105 Second street.....	7,000	35,000
No. 7	56 Canal street.....	1,000	10,000
No. 8	157 Madison avenue.....	7,000	10,000
No. 9	Corner South Ferry and Dallius streets..	2,000	10,000
No. 10	182 Washington avenue	12,000	10,000
No. 11	409 Madison avenue.....	12,000	40,000
No. 12	Corner of Washington avenue and Robin street.....	10,000	35,000
No. 13	Corner Broadway and Lawrence street..	8,000	35,000
No. 14	70 Trinity place.....	6,000	35,000
No. 15	Corner of Herkimer and Franklin streets,	17,000	60,000
No. 16	208 Hudson avenue.....	2,000	8,000
No. 17	Corner Second avenue and Stephen street,	8,000	15,000
No. 18	Madison avenue cor. of Western avenue,	2,500	8,500
No. 19	54 Canal street.....	1,000	4,000
No. 20	Corner North Pearl and North Second streets.....	2,000	18,000
No. 21	658 Clinton avenue.....	6,000	30,000
No. 22	Second street, west of Lexington avenue,	4,000	24,000
No. 23	140 Second street.....	2,000	4,000
No. 24	417 Madison avenue.....	8,000	35,000
No. 25	Morton street between Hawk and Swan streets.....	8,000	20,000
	Building and lot on Mohawk street, abandoned.....	250	5,000
		\$168,250	\$621,500
Total value of lots.....			\$168,250
Total value of buildings.....			621,500
Total value of buildings and lots.....			\$799,750

ANNUAL REPORT
OF THE
COMMITTEE ON EXAMINATIONS.

ALBANY, *May* 17, 1880.

To the Board of Public Instruction :

The Committee on Examinations, in conformity with section 24 of the Rules and Regulations of this Board, respectfully submit their annual report.

The examinations of the Primary and Intermediate Departments of the schools have been both oral and written, and have been held under the direct supervision of the Superintendent. They have been highly satisfactory in most of the schools, and indicate clearly a decided advance, produced by the improved methods lately introduced and the fidelity and ability of the teachers. The Superintendent, in his report to the Board, will give a detailed account of these examinations.

The written examinations of the Senior classes of the grammar schools have been somewhat reduced in number, there having been eight last year and five this year, all on papers prepared by the committee. The principals of the several grammar schools have, in answer to a circular addressed to them by the chairman of the committee, expressed their belief in the desirability of written examinations, but vary somewhat in their opinions as to the proper number to be held.

The following were the questions submitted to the principals, and the substance of the answers thereto :

Question 1. " Do you believe in written examinations for the senior classes ? "

To this every principal answered in the affirmative.

Question 2. "If so, how many such examinations should be held during the year?"

To this one principal answered "three," two principals gave "four" as their answer, one gave "four or five," one "six," one "six or seven," two "eight" and one "nine."

Question 3. "Would you prefer to prepare the papers for such examinations yourself, or to have them prepared by the committee?"

To this, seven answered that they preferred papers prepared by the committee, three desired to prepare *part* of the papers themselves; and the rest of the principals desired papers prepared either by the Superintendent or the committee.

Question 4. "Can you suggest any changes or improvements in the present manner of conducting these examinations?"

Eight principals could suggest none. The remainder offered a few, but none of a radical nature.

Question 5. "Would you desire a change to one oral and one written examination each year for the whole school?"

Eleven principals answered this unqualifiedly in the negative, and none of the rest expressed a desire for such a change.

On the whole, therefore, your committee consider that the method of examination during the past year decidedly meets with the approbation of the principals.

The results of these written examinations are very satisfactory. They indicate that, notwithstanding the unfavorable conditions in regard to location and school arrangements in which some of the buildings are placed, the principals and their assistants are doing very excellent and thorough work. The female teachers of the senior classes are, without any exceptions, faithful, laborious and competent.

For the past two years a limited number of appropriate diplomas have been conferred upon those scholars in the graduating class who have been distinguished for high rank in scholarship and deportment. It is recommended that thirty of these diplomas be awarded to those scholars in the senior classes who, by their standing in the various written examina-

tions of the year, in connection with that for admission to the High School, and also by their good conduct, have merited this mark of the highest approbation of the Board.

In connection with this subject, your committee would urge that the recommendation of the Superintendent, in his last annual report, "that a public exercise, in which the scholars admitted to the High School should take part, should be annually held," be carried into effect this year. The four exhibitions which have already been held in the chapel of the High School have been attended with great success; and we believe that another of the character above indicated would excite great interest, and be productive of beneficial results. It was hoped that when four exhibitions were held instead of one, that all who desired to attend would be enabled to do so; but the experience of the past month has taught us that the appetite for these exhibitions "grows with what it feeds upon," and we seem as far as ever from the desired object. One thing has certainly been learned by these exhibitions; and that is, that too many tickets have been issued, and much confusion and disorder in the audience, and some damage to the chapel and its furniture have resulted.

In conclusion, the committee would express their opinion that the schools of the city were never in a more prosperous and successful condition than at present; and if the few remaining school buildings of the old style could be replaced by modern ones, divided into single rooms and provided with all the approved modern appliances, there would be no reason to doubt that our schools would compare favorably with those of any other city.

GEORGE B. HOYT,
JOHN H. LYNCH,
A. S. DRAPER,
L. T. MORRILL.

SPECIMEN EXAMINATION PAPERS IN
LANGUAGE AND GEOGRAPHY.

JUNE, 1880.

LANGUAGE.

FIFTH YEAR, FIRST SEMESTER.

1-5. Write an account of yourself, giving name, residence, age, number of brothers or sisters — if you have none, say so — and name of parents or guardian.

6-12. Correct the following: The capital of russia is st. petersburgh. Cape horn is at the extremity of south america. mcecllellan was a Union general. He learned me geography. William come from Boston. Peter or John are right. He has got a new top.

13-20. Write a letter from the country to some person in the city; at least six sentences in the letter. Address and signature must be made in proper form.

FIFTH YEAR, SECOND SEMESTER.

1. Correct the capitalization of the following: while james and robert were walking to school one monday in june, and were talking of the coming fourth of july, robert suddenly sang forth: "o! that i were president of these united states, i'd eat 'lasses candy all the day and swing upon the gates."

(Give one credit for each correction.)

2. Correct the following: Does the dogs run after cats? I am almost froze. M'aint I go home? I never see him before.

3. Write a letter to a friend, describing your school. Address and signature must be in proper form. At least six sentences in the letter.

(Twenty-five credits.)

SIXTH YEAR, FIRST SEMESTER.

1. Describe New York City. (What, where, and for what noted?)

2. Combine your statements in one sentence.

3-8. Correct the following: He done it. It was him. I knowed him well. John has got a new slate. Where is james to-day? i live in new york.

9-13. The lame boy crossed the river safely. Give following particulars in regard to the foregoing sentence: Form. Subject. Predicate. An adjective modifier. An adverbial modifier.

14-20. Write seven sentences describing your school room.

SIXTH YEAR, SECOND SEMESTER.

1-2. Rivers flow. Enlarge this sentence by introducing adjective and adverbial elements.

3. Change it, as enlarged, to the interrogative form.

4-10. Correct the following: I have not been nowhere. Where are you going to? I live to home. My bonnet is wore out. He has went to Chicago. william, the english boy, was late. What are the Wild Waves saying?

11-33. The teacher will read two or three times the piece called "The Battle of Hastings," on page 39 of the Language Lessons. The scholars will then reproduce the story from memory in not less than ten lines of foolscap.

(Allow 23 credits for a perfect exercise. Deduct one for each error.)

SEVENTH YEAR, FIRST SEMESTER.

1. What is a sentence? Write one.

2. What is the "subject?" Name the subject of the sentence you have just written.

3. What is the "predicate?" Name, as in case of subject.

4-7. Write a simple declarative sentence, the subject modified by an adjective and a possessive noun; and the predicate modified by an adverbial phrase.

8-12. Correct the following: Them apples are sweet. It

was one of those kind of trees. The american general was called jackson. He said he knowed it was her. What a smart girl you be.

13-33. The teacher will read two or three times from Lesson LXIX, page 156, Franklin Third Reader, paragraphs 5-10 inclusive. The scholars will then reproduce the story from memory in their own language.

(Twenty-one credits for a perfect exercise. Deduct one for each error.)

SEVENTH YEAR, SECOND SEMESTER.

1-7. The big fire burns brightly to-night. Analyze the above sentence, giving its class, simple subject, simple predicates, adjuncts or modifiers of the subject, complete subject, adjuncts or modifiers of the predicate and the complete predicate.

8-12. Correct the following: John and me went out. Hand me them slates. That book is hern. Are we american Citizens? The city of buffalo is on lake erie.

13-33. Write at least ten sentences telling what you know about canary-birds.

(Twenty-one credits for perfect exercise. Deduct one for each error.)

EIGHTH YEAR, FIRST SEMESTER.

1-8. The boys who went a-fishing had good luck. Analyze by giving class, subjects and predicates, and the modifiers of both.

9-13. Correct the following: It is them that you mean, not us. Where are you gwine to? John, he run, and the dog, he run. Has any one a pen they will lend me? i live in Albany, on the hudson River.

14-33. Write a letter to your parents describing your studies in school — not less than eight sentences in the body of the letter.

(Twenty credits for a perfect exercise. Deduct one for each error.)

EIGHTH YEAR, SECOND SEMESTER.

1-8. "Tea, hot or cold, is a refreshing drink, which is used by all nations." Analyze above sentence by giving class, subjects and predicates and the modifiers of both.

9-13. Correct the following: Richard he went to school. He divided the apple between me and James. What was you doing? The army were large. I went from cleveland to cincinnati.

14-33. Tell, in not less than ten sentences, what you see from day to day on your way to and from school.

(Twenty credits for a perfect exercise. Deduct one for each error.)

GEOGRAPHY.

FIFTH YEAR, FIRST SEMESTER.

1. What climate has the United States?

2-6. Name five food productions of the United States.

7. Between what mountain systems is the Mississippi valley?

8. How many States in the Union when it was formed?

9. How many States in the Union now?

10-12. Describe the Mississippi river (give source, general direction and effluence).

13-14. What are the chief occupations of the people of the New England States?

15. What is a sea-port?

16. Name a sea-port of Maine.

17. What is a bay?

18. Name a bay of Maine.

19-21. Describe the Connecticut river (as in question No. 10).

22. Name a railroad of New York State.

22-24. Name the termini of the same railroad.

25. What waterway unites Albany and Buffalo?

26. What river between Maryland and Virginia?

27-28. Name and locate the capital of Maryland.

29-31. Upon what bays and ocean must you sail in going from Philadelphia to Washington, D. C.?

32-33. Name and locate the capital of Virginia.

FIFTH YEAR, SECOND SEMESTER.

1-3. What Zones cross North America?

4-6. Name an animal indigenous to each zone crossing North America.

7-9. Name a tree indigenous to the same zones.

10-12. Name three races of men predominant in the United States.

13-16. Between and through what States does the Connecticut river flow?

17. Where does the Legislature of the State of New York meet?

18-19. In what two agricultural products does New York excel other States?

20. For what is New York city pre-eminent?

21-22. Name two tobacco growing states.

23-25. Upon what three bodies of water must you sail in going from Charleston to New Orleans?

26. Of what does the land of Illinois chiefly consist?

27-28. In what two productions does Illinois rank first among the States?

29-31. In what three items is Chicago the largest market in this country?

32. Locate the copper producing regions of the United States.

33. What river drains the Great Lakes?

SIXTH YEAR, FIRST SEMESTER.

1-4. Name four gold or silver producing States.

5. Locate the great Salt Lake.

6. Locate the National Park.

7. What are the "Mormons?"

8-11. Name four chief productions of the West Indies.

12. Name the largest river of South America.

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13. Name the largest country of South America.
14. What group of islands east of Patagonia?
- 15-18. What zones cross South America?
- 19-21. Name an animal, a food production and a tree of each of said zones.
- 22-26. Name the Five Great Powers of Europe.
27. Name and locate the largest city in the world.
- 28-30. Name three seas on the coast of Europe.
- 31-33. Name three peninsulas of Europe.

SIXTH YEAR, SECOND SEMESTER.

1. Name the five oceans.
2. Which is the largest?
3. Which is the smallest?
- 4-6. In which grand division live the red men? the Yellow?
the Black?
- 7-9. What grand divisions are crossed by the Equator?
10. What city of the United States is the greatest cotton market?
11. What city of the United States is the greatest grain market?
12. Where is the Sea island cotton produced?
13. What form of government has Brazil?
- 14-16. Name three important productions of Brazil.
17. Describe and locate the Pampas.
18. Describe and locate the Llanos.
19. Of what nature is the coast line of Europe?
- 20, 21. Name two peninsulas on the north of Europe.
- 22-25. Name three rivers which flow into the Black Sea.
26. Name and locate the capital of France.
- 27-29. Name three large islands of the Mediterranean Sea.
- 30-33. Name four mountain ranges of Europe.

SEVENTH YEAR, FIRST SEMESTER.

1. What is latitude?
2. What is the prime meridian?
3. What form of government has the U. S.?

4. What two bodies compose the legislative department of that government ?
5. Wherein does a Territory differ from a State ?
- 6-9. Name four bays or gulfs on the coast of N. A.
- 10-13. Give the exact location of each of the above.
- 14-16. Describe the Mackenzie river (source, general direction and effluence).
- 17-20. Name four tributaries of the Mississippi.
- 21-23. Name the leading races of men in the U. S.
- 24-25. Name three wild and three domestic animals of the U. S.
- 26-27. Name three forest-trees and three fruit-trees of the U. S.
- 28-30. Name three routes which may be taken in going from New York to San Francisco.
- 31-33. Name three bodies of water on which a vessel would sail in going from Montreal to New York.

SEVENTH YEAR, SECOND SEMESTER.

- 1-18. Name each New England State. Give its capital and the leading occupation of its inhabitants.
- 19-21. Describe a canal of New York State (length, direction and termini).
- 22-24. Describe a railroad of New York State (length, direction and termini).
- 25, 26. Name two mountain ranges of New York.
- 27-30. Name four inland lakes of New York.
31. What relation does New York city bear to New York and the States west of her ?
- 32-33. What two remarkable points of natural scenery attract travelers to New York State ?
34. What two rivers unite and form the Ohio river ?
- 35, 36. Name the largest city of Ohio. For what noted ?
- 37, 38. Name the largest city of Missouri. For what noted ?
- 39, 40. Name the largest city of Louisiana. For what noted ?
- 41, 42. What two products of the Southern States find a European market ?

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43, 44. In what two States are productive silver mines located ?

45, 50. Name six rivers of the Atlantic slope of the United States.

EIGHTH YEAR, FIRST SEMESTER.

1. What degrees are invariable in length ? Why ?

2. What degrees are variable in length ? Why ?

3. Why is the "time" of Boston several minutes faster than that of Albany ?

4. What two bodies form the legislative department of the Government of this State ?

5-25. Name the Middle Atlantic States ; their capitals, and the chief occupation of the inhabitants of each.

26-27. Name two lake ports of New York.

28-34. Through what waters will a vessel sail in going from Chicago to Cleveland ?

35-39. What States and territories are crossed by the Union Pacific Railroad ?

40-41. Name the termini of the Union Pacific Railroad.

42-45. What States and territories border on Mexico ?

46. Name and locate the capital of Ontario.

47. What is the title of the chief officer of the Dominion of Canada ?

48. By whom is he appointed ?

49-50. Name the leading productions of the Dominion.

EIGHTH YEAR, SECOND SEMESTER.

1. Standing at the North Pole, in what direction would Paris be from you ?

2. Which is farthest north, Albany or Vienna ?

3. Describe the climate of the British Isles.

4. What is the cause of that peculiar climate ?

5. What zones cross Europe ?

6-7. Name two leading productions of Southern Europe.

8-9. Name two exports of Norway and Sweden.

10-14. Name the "Five Great Powers."

15. What countries are included in Great Britain ?

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16. In what occupation does Great Britain hold the first rank ?
17. In what two minerals is Great Britain extremely rich ?
18. What form of government has Great Britain ?
19. What form of government has France ?
- 20-22. Name three exports of France.
23. Describe Swiss scenery.
24. For what manufactures is Geneva noted ?
- 25-26. What waters are connected by the Bosphorus ?
27. What is the religion of the Turks called ?
28. Name and locate the capital of Italy.
29. For what is it noted ?
30. What is there peculiar in Venice ?
- 31-33. Name three large islands of the Mediterranean Sea.

CLOSING EXERCISES OF THE GRAMMAR SCHOOLS.

[FROM THE ALBANY MORNING EXPRESS.]

Yesterday, the 24th day of June, 1880, marked an interesting point of time in the lives of two hundred and eighty lads and misses, that number of pupils of the several grammar schools throughout the city being presented with certificates of admission to the High school.

The exercises took place in the chapel of the High School, the same being crowded with an interested audience, consisting of the successful scholars, the teachers of the various schools, members of the Board of Public Instruction, and a few invited guests.

The platform was occupied by President Easton, Commissioners Hoyt, Draper, Lipman, Flinn, Professor Bradley and Superintendent Cole, while in the audience were Commissioners Morgan and Templeton and ex-Commissioner Lewi, whose interest in the schools did not by any means cease with the expiration of his term of office as Commissioner.

The exercises opened with the chorus, "Anthem to Liberty," Professor T. Spencer Lloyd presiding at the piano, after which Mr. C. W. Cole, Superintendent of Schools, presented the class to the Board, his remarks being of the most encouraging nature to the young people who will enter the High School in September.

President Charles P. Easton then addressed the class as follows:

MY YOUNG FRIENDS.—It affords me great pleasure to participate in the closing exercises of another school year—to take part on this festival occasion in honor of the graduates of the grammar schools of Albany.

Harvest time has come, and to-day we have gathered before us the rich

fruitage of another year's earnest school work. This occasion is a novelty — an innovation upon the established customs of the past. It marks a new departure in the history of the public schools of Albany. It emphasizes for the first time with appropriate services the graduation of the grammar school scholars by conferring upon them, in this public manner, the tokens of their richly merited success. To many of them it is the close of their school days, and the beginning of the toils and business of active life. For nearly a century the school authorities of the city of Boston, a city renowned for the excellence of its educational institutions, have with more or less ceremony celebrated the annual festival of its public schools. It must be the great school event of the year, for it is held in the most spacious hall in the city. The Mayor of the city presides and confers the honors upon the graduates or medal scholars. Addresses are made, and the singing is by a choir of twelve hundred trained voices from the higher classes of the public schools, accompanied by a large orchestra and the magnificent organ of Boston Music Hall.

I think the school authorities of this city have acted wisely — that they took a step in the right direction when they decided to hold this public school festival. It supplies the missing link in the chain of school celebrations of the year, and signalizes with appropriate ceremonies the most interesting event in the school life of our grammar school graduates. I trust that this first festival occasion may prove to be so interesting — so profitable to all concerned — that it shall become here, as it has in Boston, an established custom, so that it may be here in the future, as it is there now, when parents and grand-parents, themselves graduates of the public schools, gaze with peculiar pleasure upon their children and grand-children receiving honors, which when they were young they coveted so greatly and prized so highly. And now, my young friends, I welcome you here on this festival occasion. I congratulate you on your success. I believe that it is a success honestly and worthily won.

Your presence here to day assures us that you have been faithful in the discharge of your school duties ; that you have been punctual in your attendance ; that you have been obedient to your teachers ; that you have been earnest in your studies, and that you have accomplished successfully your intellectual tasks. The suggestions of this occasion, so far as you are concerned, are full of hope and encouragement to your friends and teachers. Thus far you have done well ; you have fought a good fight ; you have overcome obstacles and difficulties ; you have mastered the rudiments of an English education ; you have acquired habits of application and study ; you have been ambitious to excel ; you have secured the prize for which you started out ; you have shown a disposition to work, and work is the golden key that unlocks the treasures of knowledge and the wealth of the world to all those who are able and willing to use it. This is a moment of supreme delight, of unalloyed pleasure to each one of you ; and while we rejoice with you over the successes of the past, we would have you remember that life's duties and struggles are only begun, and we urge you to press forward

to the higher attainments, and the more valuable prizes that are still before you.

What you have already done so well, encourages the belief that you can and will do still better in the future. Your lot is cast in pleasant places, and you have a goodly heritage. At no former period in the world's history, and in no other country than this could you have enjoyed the priceless advantages of such an education as you possess to-day. Remember that such advantages bring with them corresponding responsibilities and duties. "To whom much is given, of them much shall be required." The honors you receive to-day impose new obligations upon you. Let it never be said that in a single instance they have been injudiciously or unworthily bestowed. The honor and reputation of the public schools of Albany will be largely in your keeping. Let no act or word of yours bring them into discredit or disrepute. The world will rightly judge of them by the fruit they bear. It would be a serious and damaging reflection upon their reputation and usefulness, should you be guilty of discreditable or dishonorable conduct in the future.

To the principals and teachers of the public schools we extend a most cordial welcome on this festival occasion. You have brought with you here to-day this exceptionally large and excellent class of graduates as a testimonial of the fidelity and success of your labor. We rejoice with you in your success, and most gratefully appreciate and thank you for your labors.

We know something of the difficulties, the vexations, the trials and disappointments that confront you every day, and we realize too the pleasure you experience as you discover from day to day the slow but sure mental and moral growth and development of the youth committed to your charge.

Yours is a most responsible calling, and as honorable as it is responsible, for in this relation rank and responsibility go hand in hand.

For the excellent reputation which the public schools of Albany enjoy, both at home and abroad, we feel that we are largely indebted to the ability and fidelity of their excellent and cultured corps of principals and teachers.

The address of Mr. Easton was received with hearty and well merited applause, following which came a few pleasing and appropriate remarks from Professor Bradley, bidding the scholars welcome to the High School.

After the chorus, "The Earth is Green and Fair," Commissioner Geo. B. Hoyt, Chairman of the Committee on Examinations, presented diplomas for excellent scholarship and good conduct to the following, making honorable mention of those who had almost reached the standard of excellence :

SCHOOL No. 2 — Nellie B. Christie, Ada F. Crounse. Honorable mention — Grace Templeton.

SCHOOL No. 5 — Charles Ferris. Honorable mention — George Funnelle.

SCHOOL No. 6 — Arthur Hubbell, Hattie Goodwin, Fannie Evers. Honorable mention — Frank Neal.

SCHOOL No. 7 — Patrick J. Doyle.

SCHOOL No. 8 — Albert Cookingham. Honorable mention — Louise DuBois.

SCHOOL No. 10 — James Smith. Honorable mention — Daniel Secor.

SCHOOL No. 11 — Carrie Stackhouse, Anna B. Clapp, Jessie Nicoll, Fanny Shaffer, Kate Shaffer, Carrie V. Bishop. Honorable mention — Bertie Prescott, James McKown.

SCHOOL No. 12 — Rebecca Dunn, Annie Gilligan, Emma Engel. Honorable mention — Adam Heintz, George Lork.

SCHOOL No. 13 — Thomas Sandea. Honorable mention — Nellie Flynn.

SCHOOL No. 14 — Mary F. Finnegan, Dora C. Rothaupt, John J. Grogan. Honorable mention — John Battin, Alpheus Smith.

SCHOOL No. 15 — William Happel, Kate Ebel, Nathan Oppenheim, Frank Rogers, Clara Sautter, Emma Vanderbilt. Honorable mention — Charles Flanigan, Michael Begley.

SCHOOL No. 21 — Kittie Pratt, Hattie Spear. Honorable mention — Grace Monroe.

The scholars then sang "Marching Away," and Commissioner P. J. Flinn delivered a brief but humorous address, comparing the schools and school days of thirty years ago with those of the present time, his remarks being received with laughter and applause.

After the chorus, "Our Happy Land," President Easton presented to the scholars their certificates of admission to the High School, each one being accompanied with a handsome bouquet taken from four large vases on the front of the platform, which, at first, looked like great baskets of flowers, but which proved to be made up of small bouquets — the personal gift of President Easton — and were distributed as stated, the pulling to pieces of the mass of flowers affording considerable merriment to the children. After they had received their certificates and bouquets, there was found in one of the vases a single bouquet much larger than all the rest, which President Easton presented to the veteran teacher of Albany, Mr. William L. Martin, principal of School No. 7.

The exercises were then brought to a close by singing the chorus, "America," in which the audience joined. The whole affair was nicely arranged, and gave great satisfaction to all present.

REPORT OF THE SUPERINTENDENT OF SCHOOLS.

ALBANY, N. Y., *September 1, 1880.*

To the Board of Public Instruction :

GENTLEMEN.—The close of another school year calls for the presentation of the third annual report from the present Superintendent of the condition and operation of the schools under your charge. The subjoined impressions, based upon a constant study of the workings of our system, both during the school year and when the vacation months gave leisure for the digestion of the facts observed, and such recommendations as have been suggested by the year's experience, are respectfully submitted for your consideration.

• *ATTENDANCE.*

The amount and character of its attendance naturally first attract attention in examining a school system. In the aggregate the attendance of our schools fell off slightly, as compared with the previous year. The total registry for the year was 14049 — a decrease of 583. The average number belonging was 10009 — a decrease of thirteen.

The average attendance was 9175 — a decrease of eighteen. The percentage of attendance, based on the total enrollment, is sixty-five — an increase of two per cent. over any previous year, while that based on the average number belonging is 91.7 per cent., being the same result as obtained last year.

The decrease in the registered number is to be accounted for only by the fact, that the revival of trade and manufactures has given more opportunities of employment to children, especially boys. Several principals, after personal investigation, report this to be the case.

The regularity of the attendance on our schools is highly

commendable. In spite of quite broken attendance during the months of November, December and May, caused by the prevalence of scarlet fever and other contagious diseases during the first two months above named, and by the unprecedentedly hot weather of May, the average for the year is practically the same as last year.

A noteworthy feature of this year's attendance is the large increase — over 300 — during January and June, as compared with the same months of the previous year.

The increased steadiness of the attendance during these two months is, it is believed, due largely, if not entirely, to the semi-annual written examinations. The promotion of classes is determined by these examinations, and, while hitherto it has been impossible to keep up a good attendance during the stormy weather of January, or even a fair attendance during the warm days of June, both parents and pupils are now willing that storms should be encountered and heat endured, rather than that the examinations and the knowledge of their results should be lost.

That ninety-two per cent of the pupils belonging to our schools are present every day is highly gratifying evidence of their warm interest in their studies. A higher per centage of daily attendance would be of doubtful utility. It would imply a forcing system far from healthy.

Schools are important factors in life; but they are not the whole of it. Considering the health of children, and the right of parents to detain them at home in emergencies, a much higher rate of attendance than we now attain might, in many cases, make our schools oppressors rather than blessings.

SCHOOL CENSUS.

The following statistics of school population were obtained directly from the census taken by the United States authorities in June last, and from other official sources :

Total school population (between 5 and 21 years)...	35,411
Number between 5 and 6 years.....	4,225
Number between 16 and 21 years	11,178
	<hr/> 15,403
Number of children between 6 and 16 years	20,008
Number enrolled in the public schools.....	14,049
Number enrolled in the parochial schools..	3,749
Number enrolled in incorporated academies,	357
Number enrolled in private schools.....	735
	<hr/> 18,890
Approximate number between 6 and 16 years not in any school	<hr/> 1,118

It will be observed that only about 1118 children between the ages of 6 and 16 years are non-attendants upon any school. This is evidently a very good condition of things in respect to attendance; for fully that number, between the ages of 12 and 16, must be employed in various occupations.

TARDINESS.

The systematic efforts put forth by all teachers during the year materially reduced the number of cases of tardiness. Last year the total number was 42170, or two and one-half per cent of the average attendance; this year the total is 24277, or one and three-tenths per cent. This decided improvement in punctuality is due to the constant vigilance of teachers, aided by a spirit of emulation excited among the various rooms and classes of each school. Each class is anxious to make a clean record; and when the pupils become personally interested, parents will generally co-operate willingly.

Several schools have succeeded in practically abolishing tardiness, by using the following means :

As soon as a room has, by means of emulation, reduced its tardiness to one case per month, the mutual consent of parents and pupils is obtained to a compact, in which all agree that thereafter there shall be no more failures in punctuality in that room. Of course, this agreement means that when a pupil cannot be punctual, he will absent himself for a half-day. When this device proves successful in one class-room, it is quickly adopted by the other rooms, until the whole school has become a model of punctuality.

Another plan, quite successful in reducing tardiness to almost nothing, in vogue in several schools, is to refuse to accept any excuse which is in the least sense frivolous or avoidable. The refusal to accept such an excuse dismisses the pupil for a half-day. At first, a few parents thought their dignity or their private rights had been trampled upon; but, upon reflection, all now admit the justice of the rule in securing the greatest good to the greatest number.

Either of these plans practically abolishes tardiness, and, so far, adds sensibly to the efficiency of the schools. It remains to be considered, however, whether there may not be a serious drawback in the increase of the number of half-day absences. As the two plans above described have not been in operation an entire year, it is difficult to determine their full effect in this direction.

Last year the total number of half-day absences was 111063; this year it is 118034, an increase of 6171 or $5\frac{1}{2}$ per cent. This result would seem to imply that, as one evil is diminished, another is proportionately increased. A fairer comparison will be made by considering schools where tardiness has been practically or entirely abolished, by either of the plans above described. One school which last year had 6206 half-day absences, this year has 8886. Its average attendance is, however, 137 greater, for which due allowance must be made. Still the average half-day absence to each pupil was last year 9; this year it is 11. It is fair to assume that this increase is due to the efforts to entirely extirpate tardiness. In another school, where the strict scrutiny of excuses is the

lever used to promote punctuality, the number of half-day absences increased 1073, and the average per pupil increased three.

On the other hand, a school which reduced its tardiness to .5 per cent, had 160 less half-day absences, and an average per pupil, 4 less. This seems to be an exceptional case. The general result shows a small increase in half-day absences proportional to reduced tardiness.

While there is room for debate as to which is the greater evil — and much might still be urged in favor of the abolition of tardiness, and much also might be said concerning the evils arising from increased irregularity of attendance consequent upon such abolition — it is believed that we are doing well enough when we have brought tardiness down to about one per cent; and that while we should not relax our efforts to curb a monster so rapid of growth when not restrained, it is better to

“Bear those ills we have
Than fly to others we know not of.”

The conclusion then is, that, while not loosening the grasp we have upon tardiness, closer attention should be given to the diminution of half-day absences. This subject will receive attention early in the coming year.

ATTENDANCE OF TEACHERS.

The absences of teachers during the year aggregate 653 days. This is an increase of thirty days as compared with the previous year. The total number of days of attendance required was 46416, or 4544 more than last year. This increase comes from the facts that more teachers were employed, and that there were seven (7) more school days. The percentage of absence was $1\frac{1}{10}$; last year's was $1\frac{4}{10}$. The average number of days lost was $2\frac{2}{10}$; this item was $2\frac{2}{10}$ last year. These figures are considered as indicative of faithfulness and promptness worthy of the highest commendation.

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EXAMINATIONS.

Two general written examinations, participated in by all the classes except the Ninth Year, were held during the year. With the exception above noted, the question papers, for every grade, and in all the subjects, were prepared by the Superintendent. The Chairman of the Committee on Examinations conducted five written examinations of the Ninth Year class. The results of these are fully set forth in the annual report of that committee.

The Superintendent's examinations occurred at the close of each semester, in January and June. The excellent effect of these exercises in holding the attendance of pupils towards the close of each half year has already been alluded to.

The practicability of extending these written tests down through the lowest grades has been fully tried. Experience has convinced many who were incredulous, that the practice is not only unattended with the insuperable difficulties which had been anticipated, but that it is truly useful and desirable. The tabulated results of these semi-annual examinations will be found below. A comparison with last year's report shows a very large increase in the number of classes reported as *excellent*, and a corresponding diminution in the number reported *fair* and *bad*.

The *excellent* classes this year exceed those of last year by 363, the *good* ones are 35 less, while the *fair* are reduced by 248, and the *bad* by 34.

These marked variations in the rating of the classes call for explanation. It is not pretended that any such strides in scholarship as would be indicated by the above figures, if unexplained, could be made in any one year. That adequate and satisfactory progress has been made, we can safely assert; but that our schools have donned seven-leagued boots, and have made a sudden rush towards perfection, would be absurd to claim.

The main cause of the disparity of the results under review — although a goodly portion is unquestionably honest, steady improvement — lies in the different modes of ascertaining the

results. Last year's figures were partly derived from oral examinations, while those of this year are entirely derived from written ones.

Classes examined orally will always present results inferior to those obtained from written tests. The oral examiner will constantly vary the questions and problems, in order to prevent special preparation for his coming. No two classes, or even individuals, will be examined on exactly the same points. Frequent failures occur through the nervousness of young pupils. So, even when the examiner endeavors to make due allowance for these clogs, he will almost inevitably rate a class much lower than what would have proved to have been its deserts, had it been subjected to a written test.

On the other hand, the results ascertained from a written exercise contemporaneous throughout each grade in all the schools, when each child at the same point of advancement is called upon to answer the same questions, or to perform the same problems, ought to exhibit the real condition of scholarship. It is not surprising, therefore, that the latter method presents more favorable general results.

These considerations, it is believed, fully explain the remarkable differences in the tabulated results of the examinations during the two years herein compared. Of the two sets of results, it is believed that the table published below exhibits more accurately the character of the work performed than did those of previous years. Lest, however, exaggerated impressions should be made, no comparison will be made in the discussion of the separate branches of study, with last year's results; because, when read by themselves, they might prove misleading in spite of the foregoing explanation.

Discussion has been rife, in the press and elsewhere, during the past year, upon the practice of holding stated examinations of any kind. It has been asserted, on the one hand, that these exercises have grown into abuses; that they occur so frequently that scholars are constantly worried with reviews in order to cram for those oft-recurring tests, and that too little time is left for adequate advance work. On the other hand, it has been con-

tended that quite frequent examinations are essential to progress; for how else can a superintendent or a principal ascertain the condition of the classes under his charge, or determine upon individual promotions — admittedly the strongest incentive to effort that can be offered to scholars in graded schools. Conceding that there is force in both of these positions, we have endeavored to avoid either extreme, and while steering clear of the Scylla of over examination on the one hand, we have not run into the equally dangerous Charybdis of no examination on the other. "*In medio tutissimus ibis.*"

Examinations by the Superintendent are restricted to two in each year; the purposes of these being to ascertain the condition of scholarship in the several schools, and to furnish a basis for class promotions. Principals are permitted to use their own discretion in determining the number of additional examinations necessary to the decision of individual promotions, due care to be exercised that these examinations be not so frequent as to impede the progress of classes.

The Superintendent has supplemented his semi-annual written examinations by personal visits to every class-room of the Primary and Grammar Schools, as well as to nearly all in the High School. He made during the year one hundred thirty (130) of these official visits, an average of five visits to each school.

These visits were generally devoted to observation, the object being to form a just opinion of the work performed by each teacher; for no teacher should be judged by the results of a written examination alone. Figures are too cold and inflexible to express the far-reaching efforts of an earnest and capable teacher, or the blundering short-comings of an inefficient one. Personal observation must add its testimony to that derived from an examination of the class in order to sum up justly the value of a teacher. Very often, after careful observation of the teacher's methods, the class was examined orally and not infrequently the misdirected efforts of an inexperienced teacher impelled the Superintendent to become Normal instructor for the nonce, and by using the class as a model, illustrate approved

methods of conducting the exercise. This system of constant visitation, while acting as a spur to effort on the part of teachers, is especially valuable to the Superintendent himself in making up his estimate of a teacher's usefulness. As far as the Superintendent is concerned, the means above described are ample to furnish all needed data in his advisory relationship to the Board.

It has been thought, however, by the Board, that in determining upon the retention or dismissal of a teacher, it is not advisable to place the entire responsibility upon the Superintendent. While his opinion should have due or even preponderating influence, yet it would certainly be more satisfactory to all concerned, could members of the Board furnish some personal testimony in regard to every teacher. Such actual acquaintance with the merits or demerits of teachers can be obtained only by personal visits to the several schools.

How to arrange these visits so as not to interfere with the business and professional engagements of members, and at the same time to secure the attendance of each one, at least at the schools under his immediate charge, has been an unsolved problem during some years of past effort to accomplish such a very desirable arrangement. The Board has determined that a special effort be made next year to bring each school more closely under the purview of its Sub-committee. Oral examinations will be made, therefore, during the coming fall and winter by the Committee on Examinations, or the Superintendent. It has been made the duty of each sub-committee to attend the oral examination of the schools under its charge. Probably all of these examinations will be conducted by the Superintendent. The serious objection to this plan is the evident fact that an interval of three or four months must intervene between two visits of the Superintendent to a particular school. An effort will be made by means of a series of grade meetings, which will be more fully spoken of in subsequent pages of this report, to supply young teachers with the needed guidance heretofore given by means of personal visits.

T A B L E

SHOWING THE COMPARATIVE RESULTS OF THE WRITTEN EXAMINATIONS HELD IN THE SEVERAL SCHOOLS DURING THE YEAR.

STUDIES.	Excellent.	Good.	Fair.	Bad.	Total classes ex- amined.
Arithmetic.....	105	115	38	10	268
Language.....	55	85	10	1	151
Geography.....	57	81	12	1	151
Spelling.....	185	55	3	..	243
History.....	12	9	6	1	28
Music.....	228	136	4	2	370
Drawing.....	120	89	24	4	237
Total.....	762	570	93	19	1,443

The status of each branch of study and school economy, as determined by the various tests to which the schools were subjected through the year will be set forth below, in so far as they will admit of description. Progress or retrogression in specific directions may be shown by means of tables and statistics; but the general results and the means by which they are attained — those things which enter so largely into the molding of character and the development of mind — cannot be expressed by per centages or any other numerical indices. Neither the mental nor the moral status of an individual or of a mass can be rated in figures, or ticketed and hung up for exhibition. These matters can only be generalized upon; they are too subtle for individualization. The full effect of our school-system upon character and mind might, perhaps, be traced by long and close observation of an entire community. In which direction, for good or for evil, and how far our system influences the general public, would be an interesting topic in view of the wholesale denunciations showered upon it by some newspaper writers. Nor can there be any doubt, but that an impartial, candid examination would uphold the great usefulness and high mission of the public schools. Such a discussion

is, however, somewhat aside from the province of this report. The subsequent consideration of the condition of the schools must, therefore, be confined to such special themes as will admit of sufficiently objective treatment to give a tolerably clear view of the condition and requirements of the schools.

READING.

The subject of Reading received much special attention during the past year. Particular prominence was given to what is known as "sight reading." Acting upon the suggestions made in last year's report, sufficient quantities of the Advanced Second and Fourth Readers of the Franklin Series, and of Eliot's Selections from American Authors, were purchased and furnished to the schools, to permit daily exercises in sight-reading in nearly all classes. The Advanced Third Reader, which is now ready, will complete the series, and supply all our needs in this direction, this book being for the use of Fourth Reader classes hitherto unsupplied with special books for sight reading. The First Year scholars will be tested frequently by means of exercises written upon the blackboard.

The influence of sight reading in securing ease, fluency and the habit of seeking the thought before trying to pronounce the sentence has been salutary. Scholars, whose constant practice had been to halt and stumble when called upon to read from an unfamiliar page of a lower grade than the Reader they were using daily, now quite generally call even new words with promptness and interpret sentences new to them, with considerable expression. This success is not, to be sure, universal. Some teachers fail to inspire their pupils with such a love of reading as to make them eager to delve in the new fields of enjoyment thrown open in their sight-reading exercises. But where teachers are equal to the occasion — and the majority of ours are so — reading has ceased to be the sleepy, tiresome task it was when no relief was obtainable from the stupefying effects of the constant repetitions inseparable from the exclusive conning of one reader.

There are several purposes to be kept in view in a course of

instruction in reading; of these, the most important are: First, the acquirement of knowledge, incidentally, from the reading-books, but mainly through the acquirement of the ability to read any book intelligently. Second, the inculcation of the reading habit. Third, the constant enlargement of the pupils vocabulary and consequently of his power of varied and clear expression of thought; and finally, the production of a pleasing effect upon listeners. All of these purposes are kept constantly in view in our scheme of instruction, and all of them are in some considerable degree attained.

The one purpose, however, which all schools have signally failed in effecting is the implanting of the reading habit from an early age. This has been called the Age of Reading, and truly it is so when compared with past ages; yet in spite of the multiplicity of newspapers and books, hundreds of children never read anything outside of their school-books. Many, undoubtedly, lack any other reading material; but the majority never form the reading habit, either because the act of reading has become task-work through association with dreary school-hours spent in lifeless exercises in so-called reading, or because no one has opened the windows of their souls to the unending vistas of delight awaiting them in good books.

While many teachers are accustomed daily to suggest and guide the reading of scholars, too many give this subject little or no thought. When the curiosity of a child has just been awakened by some allusion in his lesson, or by a lively explanation from his teacher, his mind can easily be directed towards more thorough investigation. The seed thus planted may produce a rich harvest of intelligence.

In this connection it is suggested as a practical plan for the encouragement of the reading habit, that teachers of every grade provide themselves with a list of a dozen or two good, healthy books, suited to the age and mental status of their pupils. Such lists could be submitted to the Principal of the school, or to the Superintendent, for approval. In this way, each school would have a course of reading for the guidance of its pupils far better than any library catalogue.

It is pleasant to report that, in a large number of class-rooms, supplementary reading, in the forms of books of travel, magazines and newspapers, is frequently used to vary and give new interest to the reading exercise. Due care being taken, that these additional reading exercises do not overshadow or interfere with others equally important, it would be well were they included in the programme of every school.

The interest shown during the previous year in the methods of teaching reading, then introduced, increased rather than flagged during the past school year. Although varying success marked the efforts of different teachers, it is only just to say that all evinced praiseworthy earnestness and fidelity.

SPELLING.

The teaching of Spelling by means of dictation and written exercises has been more prevalent during the past year than ever heretofore. The excellence of the results obtained may be inferred from the success of applicants for admission to the High School in June. At that examination all of the candidates from our schools, two hundred and eighty-six (286) in number, surpassed the requirements of the Regents in this branch. The class averaged above ninety-seven per cent. In the much more difficult tests to which all the classes were subjected at the Superintendent's written examinations, the average made was ninety per cent.

Oral spelling is rapidly falling into disuse, and with good reason. The process is largely a cultivation of the ear, resulting in an acquirement one is seldom called upon to exercise in after-life.

A curious case was lately met in one of our Primary classes. A boy seven years old was found to be able to spell orally every word that his class had been taught, and yet he was absolutely unable to read or write a single one of the many words he could thus spell. This boy probably possesses an unusually acute ear and a decided imitative faculty. He can reproduce a sound or a succession of sounds once heard, with great ease. But of what value to him is this extraordinary ability in oral

spelling? The words, when spelled, have no meaning to him. There are no links of association between the sounds of the letters pronounced and the written or printed forms of the words. His remarkable performance seems to be literally, *vox et præterea nihil*.

Other cases similar in character, though less marked have come under observation. Careful consideration of these cases, and of the often noted circumstance, that the letters of the alphabet, when pronounced singly in oral spelling, have proved a stumbling block to good progress in the first steps in reading, have determined the recommendation that oral spelling be abandoned in the First and Second Year, and any feasible method of teaching spelling by writing only be adopted.

The following plan is suggested as a simple and practical one: After the beginning class has acquired say fifty words, so as to be able to call them readily at sight, these words should be written, one at a time for a few lessons, and afterwards in groups of not more than five upon the blackboard, and then copied by the pupils upon their slates. The slates should be immediately overlooked by the teacher, and all incorrectly copied words should be immediately erased, so that the pupil's eye may not rest long upon an incorrect form. The pupil should then be directed to copy the word again; the process of correction to be repeated until the words are all correctly written. The words thus acquired one day become naturally a dictation exercise for the next day. Sentence making and writing should be introduced at the earliest practicable moment. By this plan the pupils are taught to spell words as they are now taught to read them, as units. This plan is therefore consistent with the methods used in teaching reading, and avoids the difficulties heretofore attending these methods through spelling by letter. Again the pupils spell from the start in the only way they will be called upon to spell in after life. The plan proposed is not claimed as novel or original, having been successfully used in other places.

The entire abolition of oral spelling is not suggested, as it

may be of occasional profitable use in higher grades, as a variation or a relief from the regular methods.

ARITHMETIC.

The results of all the examinations show the condition of this study to be about the same as during last year, though undoubted progress has been made in some directions. The Primary grades, especially, continue to evince improvement, both in methods and proficiency.

The subject of number is certainly better presented to the pupil than formerly. By using such features of the Grube method as are now generally admitted to be useful and practicable, a brightness has been imparted to this subject calculated to excite the interest and hold the attention of the duller scholar.

Two hundred and fifty-five (255) of the Ninth Year class obtained the per centage of correct answers required by the Regents in their last examination. Thirty-one (31) only fell below the requirements. The above is by far the greatest number succeeding at any Regents' examination in which our schools have participated. The examination was not as difficult as some previous ones had been, and the result is not claimed to exhibit any extraordinary advance in scholarship. It is believed, however, that the subject was really better taught during the past year than heretofore.

Adverse criticism upon the Courses of Study in city public schools has been freely indulged in during the past year by both the educational and the newspaper press. The statement is quite frequently made, that Boards of Education are overloading their courses with too many subjects. This may be true in some localities; but careful investigation has satisfied me that we have none too many subjects in our course. I am convinced, however, that we try to cover too much ground in some subjects. Especially do I believe this to be true of Arithmetic.

Much time is given every year to the consideration of certain themes in the science of Arithmetic which, although valuable

as means of discipline, are useless lumber in practical life. The undue amount of time given to the mastery of these could be better devoted to other subjects equally disciplinary and of far more practical value.

In all the operations of the fundamental rules, too large numbers are employed. Examples illustrating all the principles taught, without fatiguing the pupil by long and intricate processes, will produce better results. I observed a class in multiplication lately, to which the teacher had assigned an abstract example containing *twelve* figures in the multiplicand and *eight* in the multiplier. Where the opportunities of error were so numerous, no wonder that nearly the entire class failed to obtain the correct product. Imagine the disgust of these children when they ascertain that in after life, the strong probability is, that they will never be called upon to perform such an example. Evidently the time given to that example, with all its discouraging results, would have sufficed as well if not much better for a dozen shorter ones illustrating principles.

Again, in common and decimal fractions, our Arithmetics, and consequently our teachers, deal in too large numbers and too intricate problems. A dozen different denominations will embrace all the fractions used in business. Too much time is also given to details in compound numbers and in per centage and its applications. To remedy these evils, it is not essential that a new text-book should be written, however convenient such a book would prove. Let the Board direct a pruning of the text-book in use, and we could easily settle upon a course in Arithmetic which would give our scholars quickness and accuracy in business operations, and free them from the slavery of mysterious and unprofitable problems.

GEOGRAPHY.

The outline of a course in Geography, suggested in last year's report, was elaborated during the year, and now forms a part of the Manual of Directions to Teachers. As the Manual was not completed and placed in use until March last, it is too early to pass judgment upon the plan. As far as

introduced, it is commented upon very favorably by teachers. A full year's work needs to be observed before an estimate of its value as a basis for effective work can be made.

The following extract from the Manual presents, in brief, the method to be used hereafter in this branch of study :

General directions for teaching Geography from text-books. — It is very essential to teach this subject so as not to leave in the minds of the pupils a mere collection of facts without mutual relation or dependence. On the contrary, the children should be led to consider the earth as man's dwelling place; its motions as bringing him day and night, and the seasons; the land, as the place where animal and vegetable life exists; the ocean, as the great highway of travel and the source of clouds and rain; the air currents, as carrying the moisture from the sea; the mountains, as condensers of the clouds and chief source of minerals; the lakes, springs and rivers, as carrying back again the water to the sea; and cities and towns as the centers of wealth, manufacturing and commercial activity; in a word, "The World."

The Ninth Year Class maintained the high reputation of our schools for excellence in Geography at the last Regents' Examination. Two hundred and seventy-four (274) fulfilled the requirements of that examination — a much larger number than on any previous occasion.

LANGUAGE.

The somewhat vague term Language is intended to cover a complete course in Expression, both oral and written, and as much of the Science of Grammar as is essential in preparation for the High School. The propriety of a new departure, or to speak more exactly, of the adoption of a new line of instruction in Language and its expression, was fully set forth in the last report. The course has been in use about a year and a half, and the results already attained speak volumes in its favor.

This course requires oral instruction and written exercises, together with constant daily corrections of incorrect and inelegant oral expression, from the First Year through the first semester of the Third Year. The Language Primer is then made the basis of instruction for two and a-half years. The textbook is used by the teacher as a manual; the scholars are not required to own or to use it. The Language Lessons is then

to be used for a year, in preparation for the text-book in Grammar which will be the guide for the last three years of the course.

While the books above referred to will always be in use, the course is so arranged as to call for constant and varied independent exercises emanating from the teacher, calling for thought as well as practice in writing on the part of the pupil.

The beneficial effects of instruction and constant exercise in Expression were plainly shown in the character of the papers of pupils of every grade in the last written examination. Principals are unanimous in reporting, that never before were papers so excellent in form presented to them. The correct use of capitals and punctuation marks, heretofore the exception, has now become the rule.

Formerly, even the papers in Grammar would frequently be models of false syntax, while those in Geography put all good usage at defiance. Perfection is not now, nor will it ever be attained; but the improvement is far greater than even the most sanguine anticipated.

Much has yet to be done in systemizing and energizing the work of Language Lessons; but when such gratifying success has already attended the establishment of this work, the Board may be assured that there will be no steps backward.

The change in the text-book on Grammar, which will be effected at the beginning of the next school year, will render our course in Language uniform and consistent.

Two hundred twenty-four (224) pupils passed the last Regents' Examination in Grammar. It is to be hoped that the Regents' question-makers will wake up and respond to the demands of the hour, and hereafter ask for more of the art of expression and for less of the dry bones of the science, in their test-papers. Should they fail to do this, they will find themselves left in the rear in a sphere of influence where they have heretofore easily led.

HISTORY.

The extension of the course in History to one year and a-half has already produced better results than were obtained

in past years, when the course occupied but one school year. More has been done by teachers in the way of supplementing the text-books, both orally, and by means of reference to, and reading from other and fuller accounts of important events. The classes appear to show more interest in proportion to the efforts made in this direction. It is difficult, with pupils of such tender years, to give much life or color to the arid facts which fill the pages of the average school history, unless the teacher draws freely upon other sources for illustration and expansion, until "the light falls, as from a painted window" upon the scenes depicted.

The examination in this subject by the Superintendent proved quite satisfactory, the classes examined averaging eighty-five per cent.

PENMANSHIP.

The condition of Penmanship in our schools is not as good as could be wished. As we have brought the instruction in this highly important art into all grades and every class, we can say that more attention is given to the art than ever before. Our pupils all write more, but do not write better; probably the average scholars do not write as well as those of a few years ago. The system of instruction has not changed. Every teacher is now, as heretofore, an instructor in Penmanship. A large percentage of our teachers are, however, young and inexperienced, and have had no professional training in this branch, which depends more than any other upon correct methods.

A remedy has been suggested in the employment of a special teacher in this branch. Were just the person obtainable, the problem would be easily solved in this way. This special instructor would need to be such a master of the art as to be capable of teaching the teachers. For as in Music and Drawing, the work, in order to be effective in so large a system, must be largely supervisory. A capable specialist, supervising and directing the work of every teacher, would soon produce a marked effect upon the Penmanship of our schools. This plan would, of course, involve considerable expense. Those

who think Penmanship equally if not more important than either Drawing or Music, believe such an expenditure justifiable, and perhaps necessary.

Or, again, the Board might obtain the services for a few months of a special instructor, so as to furnish Normal instruction in this branch to the teachers, or to those who have never enjoyed such privileges, until they shall acquire sufficient knowledge of the methods to conduct their classes without special supervision. This plan would be less expensive than the other one ; but would probably prove spasmodic, and have no lasting effect.

A third plan has suggested itself in connection with the grade meetings to be described farther on. It might be arranged to have an experienced and successful teacher of this art from among our teachers — and we have a number of such — present at each of these meetings, and give short lessons to the teachers assembled. This would be presenting the subject piecemeal, and with considerable intervals between lessons, but it would undoubtedly prove quite advantageous.

For several years no account has been taken of Penmanship in the promotion of classes. I think this has had much to do with the decline in interest in the subject.

It is proposed hereafter to have a test examination in Penmanship, just the same as in other studies, and to give this branch its proper weight in settling the promotion of pupils of every grade. A uniform system of marking can be readily arranged.

By adding these incentives to the proposed instruction at grade meetings, much can be done towards improving the condition of Penmanship, with far less expense than by either of the other plans suggested.

Something decided needs to be done, and that immediately, as the Penmanship of our schools is now sadly deteriorating. Some of this deterioration is perhaps due to the fact that our scholars are required to write so much more and so rapidly, on account of the frequent recurrence of written exercises in all studies, that they easily ruin what might have become a good

handwriting. It is believed it is due in a greater degree to the inability of the younger teachers to furnish good models for imitation, or to present the correct principles in the correct order.

DRAWING.

The annual exhibition of original designs took place June twenty-eighth and twenty-ninth. Over one thousand drawings were on exhibition. Nearly fifteen hundred citizens inspected these drawings. The designing and the execution gave marked evidence of progress. The decided improvement seems to be in execution, although the designs were more ambitious and varied than heretofore. The drawings of High School pupils from groups of models, as well as from the flat, were in many cases excellent, showing careful study and considerable skill in the illustration of art principles.

The course in the High School now covers two years. It has been suggested that during the remaining two years of the course, drawing should be made a voluntary study. Should this be done, scholars who have developed neither taste nor aptitude for drawing would gain considerable time for other exercises.

While such a plan would undoubtedly reduce considerably the number of pupils pursuing this study in the two upper classes, it would not at all reduce the number of hours required from the drawing master.

It is evident, as was urged last year, that an assistant must be given him, or that the work in the primary grades, where most of the young teachers are employed, must deteriorate through lack of proper supervision.

It is recommended, therefore, that an assistant be appointed to supervise the work of the classes from the First to the Sixth Years inclusive, leaving the charge of the Seventh, Eighth and Ninth Year classes, and those of the High School, to Prof. Hailes.

We have several instructors among our assistant teachers, who are admirably fitted for supervisory work in the lower grades, and whose services can be obtained at a moderate salary.

The results of the June examinations in Drawing show that the study is receiving the same care and attention at the hands of our drawing master that has marked previous years. The classes in Drawing averaged eighty-seven per cent on searching examination papers.

MUSIC.

Instruction in the theory of Music continues to produce the good results of previous years. The chorus and solo singing at the School Exhibitions and the High School Commencement, much of which was prepared at short notice, gave brilliant evidence of the ability of scholars to read new music rapidly, and to sing it with life and expression. The excellence of the choruses calls for especial commendation.

In the written examinations in Theory, upon a wide range of questions, the classes averaged ninety-two per cent of correct answers.

DISCIPLINE.

The order and discipline of our schools, with few exceptions, has always been good. An excellent characteristic of our discipline has been its variety. By variety, it is meant that each school is not the counterfeit presentment of the others. We have no stereotyped form of discipline. While all agree as to the ends to be attained, there is a great variance as to the means to be used. By permitting each teacher to maintain discipline by methods which experience proves are for him the best ones, his individuality is not lost, and his aptitude for governing is constantly increased.

The conviction is rapidly growing, that we have had in the past too much corporal punishment. It is also believed that assistant teachers are largely responsible for the overplus. It is a very simple and easy thing to send a pupil to the Principal. It is in strict accord with poor, weak human nature thus to shift the responsibility. Fully one-half the cases, where corporal punishment is now inflicted, might be avoided by an extra effort on the part of teachers to maintain discipline in some other way less humiliating and often more effective.

For some years Principals have been required to report, each month, the number of cases of corporal punishment. The statistics have been preserved, but never published, because the public would certainly misunderstand their import. Considerable quiet influence has been brought to bear during the past two years upon teachers, tending to reduce the number of cases. Observing that the number was gradually though slowly diminishing, the Superintendent finally deemed it wise to place the following item in his monthly statement of statistics: "*Five* schools report *no* cases of corporal punishment; two schools report one; and one, two cases. Of the 242 cases reported for the month of May, *one school* reports fifty-one."

Nothing farther was said or done, but the effect of that simple announcement may be seen by this extract from the report for June, viz.: "*Eleven* schools report no cases of corporal punishment; the total number of cases reported was 138, being 104 less than during May.

The school which reported fifty-one cases in May, reported thirteen cases in June.

That the order in that school was any better in May than in June, no one will assert. On the contrary, it may be safely assumed, that the greater the number of cases, the more disorderly the school.

It is proposed to continue reporting the item of corporal punishment every month, not for the purpose of deterring any teacher from enforcing discipline in accordance with the dictates of his judgment, but with the intent to keep the infliction of this humiliating form of punishment at the lowest minimum consistent with the maintenance of authority. It is hoped in this way to turn the attention of teachers to other methods of preserving order less obnoxious and, it is believed, more efficacious.

Should this succeed, we may hope to reach that condition in which pupils may have freedom without license, and the school-room shall no longer be a miniature prison, but good order and correspondent scholarship shall rule, in spite of the absence of the rod and its terrors. Let each teacher strive to

furnish in himself a model of personal excellence and self-control; let the fewest possible rules, and those only which are necessary and just, be firmly and honestly enforced; and the rattan and the ruler will be relegated to their primal and more beneficial uses.

COURSE OF STUDY.

The revised course of study has been in operation one year, and, thus far, has proved a practical working course. The main object kept in view in the preparation of this course was to frame one which would give the fullest opportunities to the largest number. The facts, that more than one-half of the children attending our schools never advance beyond the Fourth Year, and that less than one-fifth complete the Grammar School course, were never lost sight of. It is believed that the course will fully accomplish the intention of its framers, namely, to afford "the greatest good to the greatest number." Promotion to the High School was not disregarded, but was made secondary to the main purpose, that of giving to each child the means, commensurate with his age, of obtaining such an education as would fit him to become what the State has a right to demand he should be, an intelligent, useful, law-abiding citizen.

The Manual of directions to teachers was not completed and issued until March last. It has been in the hands of the teachers for about four months, and has met with universal approval. Were this Manual the unaided production of the Superintendent, he might hesitate to speak of its merits; but, as it is the joint work of all the Grammar School Principals and himself, he feels at liberty to pronounce it well fitted to its purpose. While it does not pretend to be more than a bare outline, indicating rather than prescribing the course of teachers, it is thought ample for that purpose. The working of the course of study and the Manual has been closely watched; but, so far, no material modifications have been suggested, except those treated of in detail under the heads of Arithmetic and Spelling in this report.

PROMOTIONS.

The number of promotions for the various grades is about the same as last year. One thousand seventy-five (1,075) were promoted from the Primary to the Intermediate grades, seven hundred forty (740) from the Intermediate to the Senior, and two hundred seventy-three (273) from the Grammar Schools to the High School. Eighty-four graduates were sent forth by the High School.

Semi-annual promotions have proved very successful as stimuli to both teachers and scholars. In many of our schools we have been able to keep classes in operation on each semester of the entire course.

The decided advantages of this practice are, that it permits of frequent individual promotions—an advance of three months on the course being easily taken by bright, industrious pupils; and that when scholars are compelled to fall back, they need retrace but six month's work, instead of a year as formerly. This reduces the discouraging effects of degradation at least one-half, and is of especial value to pupils who fall back on account of absence from unavoidable causes.

It has been objected to the plan of keeping classes in operation on both semesters, that it often doubles the number of classes of a teacher. Upon examination, this proves, however, to be an advantage rather than an obstacle. For, although the number of recitations is doubled, the classes are so reduced in size by the division that each pupil has the same amount of attention as heretofore. Again, this plan increases the range of work of each teacher, and this destroys, to some extent, its treadmill character.

Promotions at the end of each semester have, thus far, not been extended to the Ninth Year class, because this would compel the adoption of the same plan in the High School. The same arguments would seem to apply to the High School as to lower grades; indeed, this plan is in operation in one city in this State, as well as in many western cities, giving satisfaction to all concerned. Unless this plan of half-yearly promotion be used in the High School, we shall always be

embarrassed in regard to our Ninth Year class. The extension of the plan to the High School would eventually involve the admission and graduation of two classes each year. Its adoption is not urged at present; but attention is called to the subject, with the intent that it shall receive the consideration its importance deserves.

ADMISSION TO HIGH SCHOOL.

Two hundred ninety-nine (299) applicants for admission to the High School presented themselves for examination. Of these candidates the Grammar Schools furnished two hundred eighty-six (286); the remaining thirteen were from various schools in the city and its vicinity.

Two hundred eighty were granted certificates of admission. Of the nineteen rejected thirteen were from our own schools, or about four and one-half per cent of the number applying — a gain of six and one-half per cent as compared with the year previous.

The Regents' questions were used in the examination. The questions, upon the whole, were easier than in former years. As the standard of admission was raised five per cent, the results are very creditable. Two hundred fifty-five pupils furnished the number of correct answers required in Arithmetic, 274 in Geography, 224 in Grammar and 297 in Spelling.

Two hundred one (201) Regents' certificates are claimed by us from this examination. This is by far the largest number ever obtained at one examination.

While these results are a source of gratification, as furnishing evidence of the excellence of the preparatory work of our Grammar Schools, they are also a source of apprehension. It is becoming evident that the standard of admission to the High School must be raised, or our building will not be able to hold the successful applicants.

The High School will accommodate 617 pupils. The school numbered last fall 593. The total in September will probably exceed 600. Another class as large as the one just admitted would increase the attendance beyond the capacity of the

building. It is recommended, therefore, either that the standard of admission be raised again, or that additional tests be used.

It has been suggested by several Principals that it would aid them very much, should they be permitted to offer their Ninth Year class at the Regents' Examination in February for trial in one or two studies. Should a large number succeed in passing in Geography and Spelling, for instance, these studies could be dropped, and the work of the scholars be made more thorough in the other branches during the last half of the school year. Should any Principal feel that his class is ready in these two branches, it is recommended that he be permitted to offer the class at the February examinations.

PUBLIC EXHIBITIONS.

In last year's report the suggestion was made that the Annual Exhibition be abandoned, and that the schools be divided into four groups, each group to give one public rhetorical exercise during the year.

This plan was adopted by the Board in April last, and four exhibitions were given during the last two weeks of April and the first two weeks of May. These exhibitions were given under the direction of the sub-committees in charge of the several schools. They were all held in the assembly room of the High School. The only expenses attending them were for gas and printing. The total expense of the four occasions was just seventy cents less than that incurred at the single annual exhibition in June, 1879. The hall was overcrowded on each occasion, and the demand for tickets of admission always far exceeded the supply. There were not less than nine hundred persons present each evening—a total for the four evenings of thirty-six hundred—more than twice as many as had been accommodated in Tweddle Hall in previous years.

The exhibitions were all excellent—the parts rendered by the Primary Schools being especially attractive. The patrons of our schools were well entertained and gave ample evidence of enjoyment and approval.

Should the same plan be pursued next year, it is suggested that the exhibitions be given at considerable intervals throughout the school year, instead of one week apart. The intervals could be made to consist of two months and a half. This would cause less interruption to regular school exercises than necessarily occurred this year.

The closing exercises of the Grammar Schools took place on June twenty-fourth. The exercises were novel and pleasing. A full account of them is given in another portion of your annual report. It is believed that this method of publicly emphasizing the transition of scholars from the Grammar to the High School grade will have a beneficial effect upon all the participants. The ceremonies incident to the public congratulation of the pupil on his having successfully climbed thus far the ladder of life, cannot but clothe the occasion with bright and cheerful reminiscences, marking it as a "red letter day." in his career. Having been so successfully inaugurated, it is hoped that each recurring year will witness the continued observance of its attractive ceremonies.

SANITARY MATTERS.

Much was done during the past year to improve the condition of our buildings in respect to sanitary arrangements.

The introduction of gas in some of our hitherto poorly lighted rooms has supplied a long felt want, and has enabled many hours of good work to be performed which had previously been impracticable. The seating of pupils throughout the city has been carefully arranged as far as the character of the buildings will permit, with reference to the preservation of eyesight. In no school-room do the scholars sit facing the light.

Our older buildings are incapable of much improvement in the direction of ventilation. Only constant watchfulness of the teacher can keep even a tolerably pure atmosphere in these antiquated apartments.

Nothing will correct the evils resulting from low ceilinged rooms but the demolition of the old, and the erection of new buildings, planned as all our buildings erected within the past

twelve years have been, with especial reference to sanitary precautions.

The legislation procured last winter, permitting the Board to use the money obtained by the sale of school property in the erection of new buildings, was well timed. The Board can now, without expending an unusual amount each year, easily replace all the old, unfit buildings with new ones of approved construction.

It is suggested that old School-house No. 20 be sold immediately, as the new building will be ready for occupation about September first. The money obtained will form a basis for a building fund. The erection of a new building to replace Schools Nos. 2 and 16, would seem to be the most pressing necessity. No. 2 is overcrowded, and No. 16 is located on a noisy street where the traffic is constantly increasing. A location intermediate would permit the consolidation of the two schools and a considerable reduction of running expenses.

A like consolidation of Nos. 3 and 5 is recommended as soon as a convenient lot can be secured. The best location would be somewhere in North Pearl street, between Clinton and Livingston avenues.

The overcrowded state of many of our Primary rooms, especially those of the First and Second Year grades, calls for remedy, both from a sanitary point of view, and from the standpoint of improvement in instruction. Rooms which are full with fifty-six scholars are, too frequently, crowded up to seventy. More Primary rooms would remedy the evil; but these could not be furnished without the erection of new buildings, and the delay and expense attendant thereto.

An expedient has been suggested which is at least worthy of trial. In a western city where the schools were overcrowded the superintendent caused one-half of each grade to attend during the first half of each session and the remainder the other half. This plan would reduce the number present at one time to not more than thirty-five—a total much more conducive to good health and good progress than the seventy above referred to.

It has been objected to the plan that the younger children go to school with their older brothers and sisters, and that parents would not be willing to trust them on the daily journey alone. This objection could be largely obviated by assigning the smaller and younger half of the class to the first part of each session.

There may be other practical objections to this plan ; but it seems so feasible that it is recommended that a trial of it be made in at least one school. This would determine the value of the suggestion in a short time.

HIGH SCHOOL.

The report of the Principal of the High School will fully set forth the work accomplished during the past year.

The greater prominence given to written examinations, as a factor in determining the standing and progress of pupils, has been approved by all concerned as equitable and decisive. The written and oral examinations at the close of the year exhibited an excellent condition of scholarship. As compared with last year, the classes showed not only greater familiarity with the subject-matter of the various studies, but also greater facility of expression. The power of condensed expression and the systematic arrangement of thought engendered by frequent written exercises were constantly illustrated during this examination.

It is my belief that the High School will not fulfill its complete mission until a Normal course is embraced in its curriculum. Five-sixths of the appointments to vacancies in our teaching force are from the ranks of the graduates of this school. The advantages arising from a Normal course, to both the teachers and the taught, have been so fully set forth in previous reports that it is needless to point them out again. It is the opinion of educators, that a year given to the study of the theory and practice of teaching, under competent instructors, added to constant practice with model classes under the direction of critic teachers, will many times repay the cost.

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present course need not be disturbed. An additional Normal course of one year, with a certificate of qualification to teach as its diploma, would round out and complete the province of the High School.

TEACHERS AND TEACHERS' MEETINGS.

There were in the constant employment of the Board during the past year, 229 teachers, including the instructors in the special branches of Music, Drawing, German, French and Chemistry. This number is seven greater than during the previous year. Twenty-five (25) of these teachers are men, and two hundred four (204) women.

That this body of teachers has a large element of experience and skill may be seen from the fact that the men average twelve years of employment in our schools, and the women over seven years. Still, in so large a body, there is necessarily a constantly present factor of inexperience. How to reduce this element to the minimum, or rather to counteract it by the enlightening influences of experience, has been the almost daily study of your Superintendent since entering upon the duties of his office.

Aside from the daily efforts of Supervising Principals and the personal directions of the Superintendent, probably no measures have been more effective of good in this direction than the Teachers' Meetings held during the past year.

Ten meetings of the Grammar School Principals and the men of the High School Faculty, presided over by the Superintendent, were held during the year. At each meeting a brief paper on an assigned educational theme was read. The reading of the paper was followed by full and free discussion of its subject-matter by all present. Some of the themes discussed were the "Metric System," "Tardiness," "Grube's Method of Teaching Numbers," "Supervision by Principals," "Morals and Manners in the Public Schools," "Written Examinations" and "Corporal Punishment." The discussion of these practical themes led incidently to debate upon many other important subjects. That this frequent interchange of

ideas, drawn from the personal experience of men who have devoted their lives to the profession of teaching, has been productive of good, I can certify from personal observation of abuses corrected and excellent suggestions put into practice in many instances.

At several of these meetings, we were favored by the presence of Superintendent Beattie and a number of the Principals from our neighboring city of Troy. We are indebted to them for many valuable suggestions, drawn out in the course of friendly discussions.

The question might here justly be asked: "If these meetings are so productive of good, why restrict them to the men? Why not give the women an equal opportunity for conference and discussion?" Their ability to talk is admitted on all sides, although it is sometimes claimed that they talk best to an audience of *one*. Seriously, the advantages of teachers' meetings to women are equally as great as to men. What form these meetings should take, and how to make them profitable and interesting, have been matters of study to the writer for some time past. That they should not be meetings where one individual could air his pet theories, but where all that is said or done should tend to the common benefit, was evident.

Grade meetings, that is, assemblages of teachers of the same grade for the purpose of listening to the special instructions of a supervisor, followed sometimes by free discussion, have been customary in many places for a number of years past. In a small system, where perhaps a half dozen or so would constitute each of these meetings, they could easily be made profitable, since all could participate without embarrassment. But when the number attending is not less than fifty, a programme must be prepared of such a practical character as will insure a lively and abiding interest. After looking at this matter from every side, and feeling the deep importance of a step that would go far towards unifying our system, especially in view of the fact that we have no Teachers' Normal Class, or any direct method of Normal training, it was determined to hold grade meetings on the following plan:

1st. For each meeting a definite subject, germane to the grade or grades of the teachers summoned to the meeting, should be selected for illustration.

2d. The illustration of the subject should be by means of model lessons, illustrated by a class of pupils of the proper grade.

3d. The teachers to have the privilege of questioning the conductor during the exercise or after its completion.

4th. A general discussion, involving criticisms, suggestions and queries.

Three of these meetings were held towards the close of the school year. At the first, although the subjects illustrated belonged strictly to the First Year, the teachers of the First, Second and Third Years were invited to be present, because it was thought desirable that all should have an early opportunity of observing the character and understanding the object of the meetings. Two classes were presented — one in Reading and one in Number — both belonging to the first semester of the First Year. The methods illustrated and the results obtained by both of the teachers conducting the exercises were so excellent, though they differed greatly in their manner of handling the classes, that the most intense interest was excited among the hundred and more teachers present. Many questions were asked of the conductors, and promptly answered, and additional tests were applied to the classes at request.

The meeting thus far was highly successful, and evidently had infused considerable enthusiasm where it was much needed. The general discussion, however, was far from *general*. It was confined entirely to the few gentlemen present. Perhaps, had there been no gentlemen present, we might have been favored with remarks from the ladies. This reserve will probably wear off after these meetings have become more familiar.

At the second meeting, attended by the teachers of the Fourth, Fifth and Sixth Years, the subject of Geography was illustrated by a class just entering upon the study. The third meeting brought together the teachers of the Seventh, Eighth and Ninth Years, before whom was exemplified the introduc-

tion of a class to the study of technical Grammar. That both of these meetings were fruitful of good results, subsequent observation and the unanimous expression of deep interest on the part of all present amply testify.

Considering, therefore, meetings conducted on this plan to be the best substitute that can be obtained for regular Normal training, or a Teachers' Normal Class, it is proposed to continue them, at short intervals, during the ensuing year. Each meeting will hereafter be restricted to teachers of the same year, unless some subject of general interest makes it convenient to call in those of other grades. As there are nine years in our course, it will not be practicable to hold more than two meetings for each grade; but it is believed that much good may be accomplished even by this limited number.

At these meetings, as suggested before, brief instructions in methods of teaching Penmanship could be given with good effect by the Principals who have been recognized as successful teachers of this branch. Indeed, this plan of improving our teachers in a branch, which certainly needs extra attention, is perhaps preferable to the employment of either a permanent or a temporary special teacher. A year of Normal training, added to the High School course, would, however, in a few years remove the necessity of resorting to any of these shifts, in order to render our teachers familiar with the best methods of teaching.

MORALS AND MANNERS.

Perhaps in no other respect are the Public Schools so little understood and so often misrepresented as in their relation to the morals and manners of the pupils.

It is often claimed that in the management of our schools, we are so intent on sharpening the intellect of scholars, that grace and character are utterly neglected. It would seem from the statements of some astute newspaper writers that we are producing intellectual barbarians; that, because of our neglect, the rising generations are likely to become either highly cultivated bores or well educated criminals.

Now, while the province of the schools is limited in rela-

tion to the formation of character and the implanting of a correct and seemly behavior, while they can only supplement the mightier influences of Home and Church, nevertheless a school system which would utterly ignore these grave matters would fail to produce the fruit the State demands at its hands.

We conceive, however, that moral influences are most potent when they are enforced by example, as well as set forth by precept; that by seizing every occasion for reproof of improper behavior or immoral action, and by furnishing a model worthy of imitation in his own walk and conversation, a teacher will accomplish more in these important branches of instruction, than by taking a set portion of each day for didactic lectures. The reproof of an individual may often be profitably turned to account in laying correct principles of good behavior before a class; but the concrete occasion should precede the abstract disquisition, in order to meet the requirements of the child-mind, or the words will fall unheeded.

The first element of successful moral training lies in the character of the teacher. He should be complete master of himself. Prudence, politeness and earnestness should mark his every action. Then he will be a fountain of inspiration to his pupils. Teachers, by watching opportunities, can draw lessons from actions of common life, from incidents of the playground and the school-room, or from the application of school discipline. The relations of pupils to one another and to their parents and teachers will also furnish topics for familiar talks. Such special topics as truthfulness, honesty, chastity in thought, word or action; obedience to parents, teachers and civil authorities; respect for superiors; kindness and generosity should be held up in attractive colors as often as opportunity offers. When any evil appears to be prevalent, it should be attacked by a kind but firm general talk; special evils should, however, be treated singly and in private.

These principles are very generally observed by our teachers; any failure to observe them is reprehensible. All understand their duty in respect to the correction of bad habits and the formation of good ones in their pupils. The subject is not

discussed here so much to call the attention of teachers to its importance — though some may need a spur to effort — as to endeavor to correct a growing but almost a wholly unfounded public opinion, fostered by newspaper pundits who, in their eagerness to criticize, assume as true a condition of things which does not exist. While it would be absurd to claim that the highest efforts are made toward the amelioration of the morals and manners of our pupils, it is the height of injustice to represent that our highly cultivated and efficient corps of teachers hold so low a standard of duty as to neglect entirely the development of the characters and the refinement of the manners of those who are placed in their charge.

GENERAL REMARKS.

A general survey of the condition of all our schools can but afford great satisfaction to the friends of education. Our High School is admitted to be unexcelled in the State. This certifies the character of the Grammar and Primary grades. For were the work done by them not of high excellence in the preparatory branches, the High School could not have attained its present high and well-deserved reputation.

While it would ill become us to attempt to detract in the least from the celebrity suddenly and doubtless worthily acquired by a now famous Eastern locality for rapid and unique advancement in educational reform, the rash assertion of the newspaper press that all other places have failed in educational progress, demands attention.

It is now well understood by all who are really intelligent in respect to these matters, that the best features of the so-called Quincy methods have been in use in this and the Western States for a series of years.

While Albany has never been in the van, she had used many now much lauded methods several years before Quincy began to reform her school system. Had the critics of the schools of this State actually visited and studied those in most of our cities, instead of leaning upon hearsay evidence, they would never have made such undeserved attacks upon local institutions,

which, though far from claiming to be in a state of perfection, are yet worthy of praise for great advances already made and for many onward steps now in progress.

Any of our citizens who have doubts as to the real progress made by our schools in the last two decades will be afforded every facility to make comparisons with the schools of twenty years ago, should they be willing to devote a little time to the inspection of our buildings and methods. A few hours spent in observation will, it is believed, disabuse any one of many false opinions formed by reading the unintelligent animadversions of sensational newspaper writers.

It is only just to say that the references to newspaper writers in this report are not pointed at our city press. Our local papers have generally commented on our schools intelligently and with fairness.

That our schools hold and merit the confidence of our citizens is well established by the large and steady attendance upon them. There is no reason to doubt that the attendance will continue to increase as more accommodations are offered by the erection of larger and more convenient buildings from year to year.

INDUSTRIAL EDUCATION.

Theorists are now pressing all sorts of so-called reforms upon Boards of Education and on an easily excited public. A healthy agitation of the vital subject of education and of the shortcomings and defects of systems now in vogue, no one should condemn. By the stirring of the waters, the pool became health-restoring. Still every scheme proposed should undergo the most searching examination before it is adopted. A great deal is being said at present about Industrial Education. It is urged that it is the duty of the State to furnish instruction in the mechanic arts to all who desire it. It is asserted that our best mechanics, in many branches, are imported from Europe, where technical education has received some attention. It cannot be denied that the old apprentice system is unsuited to the changed character of many arts,

especially those in which machinery has largely replaced manual labor.

Now, any branch which tends to mind-development easily co-ordinates with our general system of education. Therefore, Industrial Drawing, which is highly disciplinary in its tendencies—that is to say, trains the mental faculties to a much greater degree than it does the eye and the hand—readily assimilates with other branches of study, and has become a component part of our system.

But that physical training in any of the strictly mechanic arts can be successfully carried on contemporaneously with the development of the budding minds of children, I do not believe. Either the one or the other would result in failure, or perhaps more frequently, neither would succeed. The experiment of a school, established some twenty-five or thirty years ago in this State, upon the plan of working a great farm with the labor of its pupils, resulted in conspicuous failure.

Should, however, the State provide technical schools, to which pupils could be admitted as soon as they reached a point in their mental training, beyond which their circumstances or their abilities would forbid them to advance, a great blessing would be conferred upon the community. For, then, many boys, and girls also, who leave the Grammar and the High Schools without a chance to enter immediately upon any business or trade, could obtain technical knowledge now withheld from them by circumstances beyond their control. Besides, a boy with Grammar or High School training would require less time in which to become a skillful workman than one with no mental culture.

Restricted then to the instructions of those who have completed such a course of study in our schools, as circumstances will permit, Schools of Technology have a grand and beneficial mission to perform. No scheme to conduct technical and mental training at the same time should, however, for a moment be entertained.

This theme is not introduced here with the purpose of ask-

ing the Board to give it immediate attention. Public opinion will probably need some years of education in this direction before an attempt to establish Technical Schools would be warranted.

CONCLUSION.

The school year just brought to a close has, upon the whole, been a highly successful one. While no radical changes have been made, there has been evident increase of efficiency and some awakening of enthusiasm. To all the members of the Board my personal thanks are extended for their aid in promoting the success of which all are proud. The Principals are largely my creditors for advice and active assistance on many occasions.

After an intimate association of nearly three years in the executive administration of our school system with the President of the Board, Hon. Charles P. Easton, I cannot refrain from this public acknowledgment of my indebtedness to him. With a devotion rare in a public servant, whose only reward is the consciousness of having well performed his duty, Mr. Easton has given daily attention to the interests of the schools, ever since his incumbency, now some seven years. His knowledge of men and things and his mature judgment have many times solved difficult and perplexing matters of administration, while his enthusiasm in the cause of education has been a constant source of inspiration to Superintendent, teachers and pupils.

CHARLES W. COLE,
Superintendent of Schools.

SUMMARY OF SUGGESTIONS.



1. That teachers prepare short courses in Reading for the guidance of pupils.
2. That oral spelling be practically abolished.
3. That the course of arithmetic be reduced by a pruning of the text-book.
4. That decisive steps be taken to improve the Penmanship of the schools.
5. That an assistant be given to the drawing master to supervise Primary classes.
6. That the plan of semi-annual promotions be extended to the High School.
7. That the standard of admission to the High School be raised, and that classes be permitted to try one or two subjects at the Regents' Examination in February.
8. That the Exhibitions be given at intervals of two months and a-half.
9. That new buildings be erected to replace Schools Nos. 2 and 16 and Nos. 5 and 3.
10. That half sessions be provided for classes in the First Year grade — thus increasing the capacity of the schools.
11. That the grade meetings inaugurated last year be continued.
12. That the High School course be extended one year, to permit Normal training of those who wish to teach.

STATISTICS OF ATTENDANCE.

TABLE

SHOWING THE ATTENDANCE OF PUPILS IN THE PUBLIC
SCHOOLS FOR THE YEAR ENDING AUGUST 31, 1880.

SCHOOLS.	NUMBER ENROLLED.			Average daily at- tendance.	Average number belonging.	Per cent. of at- tendance on number en- rolled.	Per cent. of at- tendance on number be- longing.	Number of sit- tings.
	Boys.	Girls.	Total.					
High School.	248	849	597	542	559	90	97	617
No. 1.....	224	212	436	278	299	64	98	318
No. 2.....	210	238	448	304	325	70	94	350
No. 3.....	181	145	276	155	171	56	91	200
No. 4.....	105	108	213	126	137	60	92	206
No. 5.....	174	192	366	226	253	62	90	296
No. 6.....	355	394	749	588	621	79	95	672
No. 7.....	202	123	325	208	231	64	90	300
No. 8.....	258	221	479	294	312	62	94	338
No. 9.....	126	98	224	129	152	60	85	210
No. 10.....	222	221	443	292	318	66	92	348
No. 11.....	387	325	712	571	608	80	94	696
No. 12.....	562	534	1,096	689	788	63	88	786
No. 13.....	388	328	666	410	445	62	92	522
No. 14.....	664	559	1,223	792	859	65	92	902
No. 15.....	550	567	1,117	769	827	70	93	1,008
No. 16.....	76	66	142	67	74	50	91	142
No. 17.....	320	279	599	358	425	60	84	448
No. 18.....	110	93	203	100	113	50	90	224
No. 19.....	170	188	308	195	211	63	92	224
No. 20.....	227	231	458	276	308	60	90	244
No. 21.....	411	420	831	534	584	64	91	672
No. 22.....	284	264	548	343	369	63	92	504
No. 23.....	121	150	271	183	199	68	92	184
No. 24.....	508	469	977	583	639	60	91	608
No. 25.....	169	173	342	163	187	50	90	448
Totals.....	7,152	6,897	14,049	9,175	10,009	.65	91.7	11,485

STATEMENT
OF THE AVERAGE NUMBER OF PUPILS IN ATTENDANCE EACH MONTH DURING THE YEAR ENDING
AUGUST 31, 1880.

SCHOOLS.	September, 1879.	October.	November.	December.	January, 1880.	February.	March.	April.	May.	June.	Average monthly attendance.	Average number belonging.	Per cent of attendance.	No. of teachers.	Average number of scholars to each teacher.
High School.....	585	585	585	585	585	585	585	585	585	585	585	585	585	585	585
No. 1.....	246	246	246	246	246	246	246	246	246	246	246	246	246	246	246
No. 2.....	156	156	156	156	156	156	156	156	156	156	156	156	156	156	156
No. 3.....	139	139	139	139	139	139	139	139	139	139	139	139	139	139	139
No. 4.....	253	253	253	253	253	253	253	253	253	253	253	253	253	253	253
No. 5.....	659	659	659	659	659	659	659	659	659	659	659	659	659	659	659
No. 6.....	314	314	314	314	314	314	314	314	314	314	314	314	314	314	314
No. 7.....	267	267	267	267	267	267	267	267	267	267	267	267	267	267	267
No. 8.....	144	144	144	144	144	144	144	144	144	144	144	144	144	144	144
No. 9.....	318	318	318	318	318	318	318	318	318	318	318	318	318	318	318
No. 10.....	592	592	592	592	592	592	592	592	592	592	592	592	592	592	592
No. 11.....	736	736	736	736	736	736	736	736	736	736	736	736	736	736	736
No. 12.....	404	404	404	404	404	404	404	404	404	404	404	404	404	404	404
No. 13.....	876	876	876	876	876	876	876	876	876	876	876	876	876	876	876
No. 14.....	831	831	831	831	831	831	831	831	831	831	831	831	831	831	831
No. 15.....	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66
No. 16.....	360	360	360	360	360	360	360	360	360	360	360	360	360	360	360
No. 17.....	136	136	136	136	136	136	136	136	136	136	136	136	136	136	136
No. 18.....	254	254	254	254	254	254	254	254	254	254	254	254	254	254	254
No. 19.....	321	321	321	321	321	321	321	321	321	321	321	321	321	321	321
No. 20.....	585	585	585	585	585	585	585	585	585	585	585	585	585	585	585
No. 21.....	373	373	373	373	373	373	373	373	373	373	373	373	373	373	373
No. 22.....	196	196	196	196	196	196	196	196	196	196	196	196	196	196	196
No. 23.....	632	632	632	632	632	632	632	632	632	632	632	632	632	632	632
No. 24.....	194	194	194	194	194	194	194	194	194	194	194	194	194	194	194
Totals.....	9,850	9,857	9,414	8,790	9,894	9,188	8,945	9,011	8,776	8,880	9,144	10,009	91	284	41

TABLE

SHOWING NUMBER OF HALF-DAY ABSENCES, NUMBER OF CASES AND PER CENT OF TARDINESS, FOR THE YEAR ENDING AUGUST 31, 1880.

SCHOOLS.	Half-day absences.	Total cases of tardiness.	Average attendance.	Percent of tardiness.
High School .....	.....	1,615	542	1.5
No. 1.....	2,257	761	278	1.3
No. 2.....	2,987	1,308	304	2.1
No. 3.....	1,672	697	155	1.3
No. 4.....	1,604	487	126	1.8
No. 5.....	3,786	871	226	1.9
No. 6.....	5,305	960	588	.8
No. 7.....	5,255	1,048	208	2.4
No. 8.....	2,837	848	294	1.4
No. 9.....	2,646	470	129	2.8
No. 10.....	6,190	1,241	292	2.1
No. 11.....	6,645	1,223	571	1.1
No. 12.....	10,297	2,665	689	1.8
No. 13.....	5,480	980	410	1.2
No. 14.....	12,853	795	792	.4
No. 15.....	8,886	463	769	.3
No. 16.....	1,577	250	67	1.8
No. 17.....	5,868	479	358	.6
No. 18.....	1,527	77	100	.4
No. 19.....	3,371	398	195	1.0
No. 20.....	1,493	1,670	276	2.9
No. 21.....	7,272	531	584	.5
No. 22.....	5,621	728	343	1.0
No. 23.....	1,928	319	183	.8
No. 24.....	7,855	2,583	583	2.2
No. 25.....	3,322	810	163	2.4
Totals.....	118,034	24,277	9,175	1.3

TABLE

SHOWING THE AGES OF PUPILS AND THE NUMBER OF PROMOTIONS IN ALL THE SCHOOLS, DURING THE YEAR ENDING AUGUST 31, 1880.

SCHOOLS.	5 years of age.	6 years and under 10.	10 years and under 15.	15 years and over.	Promotions—Primary to Intermediate.	Promotions—Intermediate to Senior.	To High School.	Graduated.
High School .....	.....	.....	108	499	.....	...	..	84
No. 1	87	260	89	...	66	47	...	..
No. 2	18	195	215	20	46	25	16	..
No. 3	34	155	77	..	...	40	...	..
No. 4	60	126	27	...	19	...	...	..
No. 5	18	142	199	7	17	11	11	..
No. 6	48	274	395	32	77	61	27	..
No. 7 .....	...	59	244	22	32	26	5	..
No. 8	41	182	253	3	43	35	13	..
No. 9	46	147	31	...	17	...	...	..
No. 10	35	172	214	22	53	31	10	..
No. 11 .....	...	44	597	71	...	128	56	..
No. 12	84	496	498	18	17	2	26	..
No. 13	40	262	316	48	25	40	12	..
No. 14	56	568	585	14	86	56	26	..
No. 15	55	317	701	44	119	117	52	..
No. 16	12	83	38	9	20	...	...	..
No. 17	40	316	242	1	38	18	8	..
No. 18	34	112	57	...	16	7	...	..
No. 19	85	191	32	...	45	...	...	..
No. 20	58	235	154	11	34	24	2	..
No. 21	78	399	332	22	67	33	14	..
No. 22	61	284	202	1	50	39	...	..
No. 23	16	187	68	...	47	...	...	..
No. 24	93	667	215	2	121	...	...	..
No. 25	83	168	91	...	20	...	...	..
Totals	1,182	6,041	5,980	846	1,075	740	273	84

T A B L E

SHOWING THE REGISTERED NUMBER AND AVERAGE DAILY ATTENDANCE OF PUPILS FOR EACH YEAR SINCE 1856.

YEAR.	Number of schools.	Registered number.	Increase over previous year.	Decrease.	Average daily attendance.	Increase over previous year.	Decrease.
1857	12	6,529	..	..	2,654	....	....
1858	13	7,760	1,231	....	3,181	527	....
1859	13	7,832	72	....	3,418	237	....
1860	14	8,395	463	....	3,798	375	....
1861	15	9,182	787	....	4,314	521	....
1862	15	9,614	432	....	4,463	149	....
1863	15	9,507	....	107	4,531	68	....
1864	15	8,917	....	590	4,207	....	324
1865	15	8,850	....	67	4,289	82	....
1866	15	8,924	74	....	4,340	51	....
1867	15	8,880	....	44	4,373	33	....
1868	15	9,414	534	....	4,817	434	....
1869	16	9,665	251	....	5,021	204	....
1870	16	9,933	269	....	5,489	468	....
1871 ..	23	10,989	1,056	....	6,179	690	....
1872	24	12,060	1,121	....	6,991	812	....
1873	24	12,827	267	....	7,088	97	....
1874	25	12,460	183	....	7,095	7	....
1875 ..	25	13,778	818	....	7,340	245	....
1876	24	13,941	1,163	....	7,998	658	....
1877	24	14,412	471	....	8,564	566	....
1878	25	14,024	....	388	9,076	488	....
1879	26	14,632	608	....	9,193	117	....
1880	26	14,049	....	583	9,175	....	18

REPORT

OF THE

EXECUTIVE COMMITTEE ON THE HIGH SCHOOL.

ADMISSION OF PUPILS.

ALBANY, *June* 17, 1880.

To the Board of Public Instruction :

The Executive Committee on the High School respectfully reports that the annual examination of candidates for admission to the High School was held at Grammar Schools Nos. 6, 11, 12 and 14, on the 3d, 4th and 7th of June.

The number of candidates offered by the several schools was as follows :

From School No. 2	16
From School No. 5.....	13
From School No. 6.....	28
From School No. 7.....	6
From School No. 8.....	13
From School No. 10... ..	13
From School No. 11.....	56
From School No. 12.....	26
From School No. 13.....	12
From School No. 14.....	26
From School No. 15.....	53
From School No. 17.....	7
From School No. 20.....	3
From School No. 21	14
From other schools.....	13
Total.....	299

The Regents' questions were used in arithmetic, grammar, geography, spelling and history. Twenty-eight questions were submitted in arithmetic, eighty in grammar, sixty in geography, eighteen in American history and one hundred words were used in the spelling exercise. Besides the above, test papers in drawing and music were used.

Your committee has caused a careful examination of the papers of each candidate to be made, and now reports the following named persons as qualified to enter the High School at the beginning of the next term, and recommend that certificates of admission be granted to them, to wit. :

(The list of names is omitted.)

RECAPITULATION.

SCHOOLS.	Number of candidates.	Number passed.	Number rejected.	Regents' scholars.
School No. 2.....	16	16	..	13
School No. 5.....	13	11	2	3
School No. 6.....	28	27	1	12
School No. 7.....	6	5	1	3
School No. 8.....	13	13	..	11
School No. 10.....	13	10	3	5
School No. 11.....	56	56	..	44
School No. 12.....	26	26	..	26
School No. 13.....	12	12	..	7
School No. 14.....	26	26	..	21
School No. 15.....	53	52	1	45
School No. 17.....	7	3	4	..
School No. 20.....	3	2	1	..
School No. 21.....	14	14	..	7
Other schools.....	13	7	6	4
Totals.....	299	280	19	201

CHARLES P. EASTON.
 PETER J. FLINN.
 GEORGE B. HOYT.
 JOHN A. McCALL, JR.

REPORT
OF THE
EXECUTIVE COMMITTEE ON THE HIGH SCHOOL ON
THE STUDY OF THE FRENCH LANGUAGE.

ALBANY, September 15, 1879.

To the Board of Public Instruction :

The Executive Committee on the High School having been requested by the Board "to report upon the propriety of discontinuing the study of French in the High School," respectfully submit for the consideration of the Board the following reasons and facts why, in their judgment, the study should not be discontinued :

1st. The French and German languages are recognized, next to the English, as the most prevalent and most important of the modern languages. They both stand upon the same basis in the High School, and there seems to be no good reason why one should be retained and the other excluded.

2d. French is not only the diplomatic, but the polite and business language of Europe, and is largely used in its dealings with foreigners. It is the only language that, in these days of steamships, telegraph and travel, will carry an American safely across that continent, and enable him to make his wants known. Even moderately educated Europeans, especially the French and Germans, are expected to speak two or three languages, to answer the purposes of trade and commerce, and French is always one of them. Shall it be said that graduates of American academies, traveling abroad, are less favorably equipped ?

3d. French is the mother tongue of very many of our most active and enterprising citizens. In this county alone there is a large French-speaking population. In the neighboring city of Cohoes the person, as employer or clerk, who has a knowledge of French, has a decided advantage over those who have not.

4th. French words and phrases, and short quotations from French authors, are of frequent occurrence in our general periodicals and newspaper literature. They are usually of such a character that even the "merest smattering" of French will enable the reader to understand their meaning and force in an English sentence or paragraph, while through want of even this superficial knowledge of the language, the expression and thought of the author would be lost to him.

5th. But, in addition to the practical benefit that a knowledge of the French language confers on its possessor, it is of great value as a means of mental discipline and culture, and should be kept in the High School for this, if for no other reason. Neither the study of the natural sciences nor English literature is so well adapted to mental discipline, and to give culture and finish to the intellect, as the study of a foreign language like either the French or German.

6th. The past year the classes in French embraced sixty-nine pupils. This study begins with the second year, and continues through the course, and at the beginning of the present year, forty-six pupils of the second year class signified their desire to take it. Your committee have not examined the records of the institution to find how many have studied French since its organization; but, taking last year as a basis, it is fair to estimate the whole number at five to six hundred.

7th. French and German are almost universally recognized as academic studies, and are found in the curriculum of all the large and flourishing high schools and academies of this State. Of those which report annually to the Regents of the University, 117 teach both French and German, and these are located in our large towns and cities; thirty-seven have German only, and sixteen French only, while a few of the small schools have

neither. The Albany Academy and the Albany Female Academy teach both languages.

In conclusion, your committee are of the opinion that it would not be wise to strike French from the course of study. It would be but the beginning of a policy that would leave us a High School only in name, but a Grammar School in fact.

CHARLES P. EASTON,

JOS. LEWI,

PETER J. FLINN,

Committee.

ANNUAL REPORT
OF THE
EXECUTIVE COMMITTEE.

The Executive Committee on the High School present the following report :

They congratulate the friends of the High School upon its continued prosperity, its established reputation and its increasing power and usefulness. The educational work it is doing for the youth of our city that otherwise would be left undone, and its salutary effect upon the public schools are seen and known of all men. The commencement of 1880 closes its twelfth academic year, and it confessedly stands at the head of the schools of its class in the State of New York.

It has all the qualities and characteristics of a really great school. It is great in the number, the culture, the ability and fidelity of its faculty. It is great in the number and character of its pupils ; great in its unfailing source of supply, the public schools ; great in the strength of its financial position, for it is supported by a great and wealthy city. Its curriculum is of the highest academic grade. Its alumni are already filling honorable and useful positions in business and professional life, and reflect honor upon the moral and intellectual training they received in the High School. They honor, respect and love their Alma Mater.

Years of experience have shown the High School building to be most admirably adapted and arranged for school purposes. Its halls and study-rooms are large, airy and well lighted. Its ventilating and heating apparatus, while simple, are nearly perfect. Its school furniture is beautiful and con-

venient, while its present perfect condition, after four years' constant use, speaks volumes in praise of the pupils, and the order and discipline of the school. Its location is central and unsurpassed for beauty. It is, in all respects, a charming school-house and every year adds to the pleasant memories and endearing associations that cluster about its walls.

There is an air of stability and permanency about the building that we believe is typical of the grandeur of the school itself. It is not for a year, but for centuries.

But of far greater value and importance than the mere material advantages and surroundings of the school, are the evidences of its high moral tone and its intellectual life and activity. Her pupils, representing every variety of city life, every phase of religious belief, evince a high regard for the virtues of honesty, obedience, truth, and a high sense of honor and regard for the rights of others and the obligations of duty. The infractions of the golden rule by its hundreds of aspiring ambitious pupils are few indeed, and we note with pleasure the propriety and modesty of their conduct in the streets going to and returning from school. Another marked feature of the school is its intellectual activity. It is a live, working school. Its teaching force, its appliances, its material advantages, great as they are, are all actively employed and are not one whit greater than the demands upon them. The means employed are not greater than the ends attained. The scholarship of the school was never so high as it is to-day. Three courses of study have been established, from which the pupil, upon entering the school, may select, regarding the wishes of parents, or their own mental predilections, and guided by the advice of his teachers. In the extent of its curriculum, the High School stands side by side with the best secondary schools of the land, and yet there is a constant demand for additional departments and additional studies. The course is broad enough and full enough already, and there is danger that in further extension it may lose in force and depth, what it gains in breadth.

For the past year the girls in the High School have received regular training in Calisthenics once a week. The amount of

time devoted to this work has not been adequate to its importance, and we hope that in the future this subject will receive the attention it merits. Certain apparatus recommended by Dr. Dio. Lewis, whose manual of exercises is in use in the school, would give zest and variety to the exercises, and we think the gymnastic ring would be found to be the most suitable for our girls. Dr. Lewis says of it: "This gymnastic ring is the most important contribution which I have been permitted to make to the cause of physical training. The ring exercises may justly claim advantages over all other possible means of general muscular training; the dumb-bell is not to be compared with it." The importance of Calisthenics in all schools is recognized to a greater or less extent, and there is no danger that we shall err by giving it too great prominence in the High School.

Under the laws of this State the study of industrial drawing is now taught in all departments of the public schools of this city. It was introduced into the High School two years ago. The progress made during the past year has been satisfactory, as an examination of the drawing-books and exhibition designs of the pupils show. The different branches of the study, as now pursued in the High School, are as follows: Free-hand copying, object drawing, geometrical drawing, historical ornament, principles of beauty and good taste, and original design. Much talent has been developed and many who would never have imagined that they possessed any artistic talent, had the study not been pursued in the school, have already found their life-work. To some of the pupils the study is distasteful. They display no talent in that direction; do poor work, and would gladly give up the study. And in some instances parents have requested that their children might be permitted to do so, feeling that their time could be more profitably employed in other and more congenial studies. Thus far the study has been compulsory, only a very few having been excused on account of physical disability. In the opinion of the committee, pupils of the class described might very properly be excused from taking this study. To this

extent, with the approval of the Principal of the school, the study of drawing might be made optional.

The number of books at present in the High School library is 4,248; additions during the past year, 271. A new catalogue was issued last November. The library is in a flourishing condition, and is largely used by the pupils of the school and by the teachers and pupils of the public schools.

Valuable additions have been made to the scientific apparatus during the year; \$428.57 have been expended, of which amount \$200 were received from the Regents of the University, on condition that the Board of Public Instruction appropriate a like sum.

We have been furnished with the following items of the statistics of the school for the year ending June 25, 1880:

Whole number of scholars	595
Senior Class.....	88
Junior Class	102
Second Year Class.....	166
First Year Class.....	239
Per cent. of attendance	97
Number of Regents' Scholars	501

The twelfth annual examination of the school has just closed. In former years examining committees of prominent citizens, who were familiar with the different departments of study, were appointed by the Executive Committee to attend these examinations and report on the condition of the various classes. These committees were omitted this year because the task thus imposed was thought to be burdensome to them, and because examination papers were furnished by the Regents in many of the studies. The examinations of the various classes, have, however, been held as usual, and the duty of attending them has been assumed by members of the Executive Committee.

We have been much pleased with the examinations as a whole. The mode of conducting them, and the tests which they have afforded of the pupils knowledge, have been thorough and strictly impartial, and in most cases they have

shown the pupil's complete familiarity with the subject. In nearly every case the classes examined have acquitted themselves to their own and their teacher's credit. And in some of the classes extraordinary proficiency was evinced. The opinion was repeatedly expressed by visitors, who had attended previous annual examinations, that this compared favorably with those of former years, and we are of the same opinion.

Superintendent Cole was associated with the committee in attending the examinations, and concurs with them in this portion of their report.

ALBANY, *June* 18, 1880.

CHARLES P. EASTON,

PETER J. FLINN,

GEORGE B. HOYT,

JOHN A. McCALL, JR.,

Executive Committee on the High School.

TWELFTH ANNUAL REPORT
OF THE
PRINCIPAL OF THE ALBANY HIGH SCHOOL.

ALBANY, *September 1, 1880.*

To the Board of Public Instruction of the City of Albany :

GENTLEMEN. — In accordance with the by-laws, I have the honor to transmit the Twelfth Annual Report of the Albany High School.

NUMBER OF PUPILS.

The whole number of pupils in attendance during the past year is 595, distributed among the various classes as follows :

Senior class.....	88
Junior class.....	102
Second year class.....	166
First year class.....	239
Total.....	595

The following table exhibits the number of students of each sex in each class every year since the organization of the institution, in 1868 :

T A B L E
SHOWING THE NUMBER OF STUDENTS IN THE HIGH SCHOOL EACH YEAR SINCE ITS ESTABLISHMENT.

YEARS.	FIRST YEAR CLASS.			SECOND YEAR CLASS.			JUNIOR CLASS.			SENIOR CLASS.			TOTALS.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1868.....	35	106	141	..	..	..	..	31	31	..	..	..	85	106	141
1869.....	44	56	100	23	53	76	..	..	..	..	..	..	67	143	209
1870.....	64	60	124	33	43	75	18	35	53	..	27	27	115	164	279
1871.....	59	64	123	48	45	93	18	36	54	11	33	44	136	178	314
1872.....	49	76	125	46	47	93	25	36	61	16	33	49	136	192	328
1873.....	89	60	149	37	63	100	28	35	63	19	31	50	173	189	362
1874.....	91	75	166	53	65	118	29	61	90	23	33	55	196	233	429
1875.....	92	126	218	61	73	134	36	37	73	21	48	69	210	284	494
1876.....	99	122	221	74	86	160	37	59	90	28	38	61	232	300	532
1877.....	133	113	246	62	100	162	24	75	99	24	49	73	243	337	580
1878.....	100	143	241	71	83	153	34	62	96	24	57	81	238	343	581
1879.....	108	131	239	74	92	166	41	61	102	30	58	88	253	342	595

The following table gives the whole number of pupils in the institution each year, and the increase over the preceding year:

T A B L E
OF ATTENDANCE, 1868-1879.

YEARS.	Whole number of pupils.	Increase.
1868.....	141	..
1869.....	209	68
1870.....	279	70
1871.....	314	35
1872.....	328	14
1873.....	362	34
1874.....	429	67
1875.....	494	65
1876.....	532	38
1877.....	580	48
1878.....	581	1
1879.....	595	14

ATTENDANCE.

The attendance, as exhibited by our monthly averages during the year, has been as follows:

T A B L E
OF ATTENDANCE FOR THE YEAR ENDING JUNE 30, 1880.

MONTHS.	Whole number enrolled.	Average attendance.	Per cent of attendance.
September.....	595	582.8	98.6
October.....	595	584.7	98
November.....	576	552	96.6
December.....	576	555.2	97.2
January.....	576	558.1	96.8
February.....	562	542.2	97
March.....	552	516.6	96
April.....	538	505.8	95.8
May.....	516	504.1	96.7
June.....	499	578.3	97.4

Per cent of attendance for the year..... 97

The per cent of attendance each year, since the opening of the institution, has been as follows :

1868-69	96.2
1869-70	96.5
1870-71	96.6
1871-72	96.9
1872-73	97.2
1873-74	97.1
1874-75	97.1
1875-76	97.7
1876-77	97.7
1877-78	97.6
1878-79	97.2
1879-80	97 0

T A B L E

SHOWING NUMBER NEITHER ABSENT NOR TARDY DURING EACH YEAR, AND THE PER CENT OF THE WHOLE NUMBER.

YEARS.	Number neither absent nor tardy.	Per cent of the whole number.
1868-69	81	22.0
1869-70	56	26.2
1870-71	94	34.6
1871-72	102	33.5
1872-73	130	36.5
1873-74	125	35.9
1874-75	128	31.2
1875-76	149	31.6
1876-77	192	36.1
1877-78	174	29.7
1878-79	179	30.9
1879-80	139	25.2

FIRST YEAR CLASS.

The class which entered the institution September 1, 1879, numbered 219. The following schedule gives an alphabetical list of the names of pupils received September 1, 1879, their ages, grade, number of the school from which promoted and

time spent in it, the names of their parents or guardians, with their residences :

(The schedule is omitted.)

The ages of pupils received September 1, 1879, were as follows :

T A B L E
OF AGES OF PUPILS IN THE FIRST YEAR CLASS.

	Boys.	Girls.	Total.
Between twelve and thirteen	4	2	6
Between thirteen and fourteen	22	8	30
Between fourteen and fifteen	28	42	65
Between fifteen and sixteen	28	37	65
Between sixteen and seventeen	19	26	45
Between seventeen and eighteen	1	4	5
Between eighteen and nineteen .....	..	3	3

The average of the class on entering the High School, September, 1879, was fifteen years, two months.

The average age of the several classes received since the opening of the school has been as follows :

	Years.	Months.
Average age of class received September 8, 1868	14	7
Average age of class received September 1, 1869	14	1
Average age of class received September 1, 1870	14	2
Average age of class received September 1, 1871	14	6
Average age of class received September 2, 1872	14	7
Average age of class received September 1, 1873	14	8
Average age of class received September 1, 1874	14	5
Average age of class received September 1, 1875	14	11
Average age of class received September 1, 1876	14	10
Average age of class received September 3, 1877	15	..
Average age of class received September 2, 1878	15	5
Average age of class received September 1, 1879	15	2

REGENTS' EXAMINATION.

The "Regents' Examinations" have been held as usual during the year. In our last Annual Report to the Board of Regents, 455 scholars were claimed as entitled to participate in the distribution of the funds disbursed by the Regents. All

were allowed by them, making the number of pupils reported by the Albany High School as holding certificates larger than that reported by any other institution subject to their visitation, and continuing the High School at the head of their tabular exhibits. The result of the three examinations held during the year (including the examination of candidates for admission to the school), is included in the following table. The number claimed for the present year is 501.

T A B L E
EXHIBITING THE RESULT OF EACH PRELIMINARY EXAMINATION HELD BY THE REGENTS SINCE THE INSTITUTION WAS RECEIVED UNDER THEIR VISITATION.

DATE OF EXAMINATION.	NUMBER PASSED.		
	Boys.	Girls.	Total.
September, 1873	57	73	130
November, 1873	51	24	75
February, 1874	18	29	47
November, 1874	27	29	56
February, 1875	41	44	85
June, 1875	32	52	84
November, 1875	19	16	35
February, 1876	13	7	20
June, 1876	32	36	68
November, 1876	15	44	59
March, 1877	31	40	71
June, 1877	43	32	75
November, 1877	14	28	42
February, 1878	32	28	60
June, 1878	15	9	24
November, 1878	61	76	137
February, 1879	13	16	29
June, 1879	44	40	84
November, 1879	24	16	40
February, 1880	27	67	94
June, 1880	86	102	188

The number of "Academic Scholars," that is, those holding Regents' Certificates, in the institution each year since it was received under the visitation of the Regents, has been as follows:

1872-73	130
1873-74	250

BOARD OF PUBLIC INSTRUCTION. 101

1874-75	320
1875-76	348
1876-77	401
1877-78	447
1878-79	455
1879-80	501

*AMOUNT APPORTIONED BY THE REGENTS OF THE UNIVERSITY
TO THE ALBANY HIGH SCHOOL.*

January, 1874. For free instruction.	\$2,223 00
November, 1874. From literature fund	1,286 50
January, 1875. For apparatus, etc.....	250 00
January, 1875. For free instruction	1,342 00
January, 1875. From literature fund	2,448 57
December, 1875. From literature fund	1,683 58
February, 1876. For apparatus, etc.....	250 00
December, 1876. From literature fund	1,942 18
January, 1877. For apparatus, etc.....	250 00
January, 1878. From literature fund	2,064 12
January, 1879. From literature fund	2,332 19
January, 1880. From literature fund	2,233 07
January, 1880. For apparatus, etc.....	200 00

Total amount received since January, 1874. \$18,506 21

This sum should be deducted from the expense of the school for the same period, in order to exhibit the real cost to the city.

COMMENCEMENT.

The annual commencement exercises were held in Tweddle Hall, June 25, 1880. The impossibility of meeting the demand for tickets of admission to these exercises becomes more and more apparent every year. It has been proposed by some members of the Board of Public Instruction that no tickets should be sent to them for distribution, but that each member should send the names of those to whom he wishes that tickets should be sent to some central office, in order to save them-

selves from annoyance and especially to prevent the same person from obtaining tickets from several different members, as is now often done. It is greatly to be regretted that we have no public hall in the city of suitable size for such an occasion. Perhaps it might be well to follow the example of the colleges and have class day exercises on the day preceding commencement, with a view to accommodate somewhat different audiences on the two days. The following is the programme of the commencement:

P R O G R A M M E.

PART FIRST.

PRAYER.

CHORUS—"Song of the Mariners,"*Dr. Callcott.*

SALUTATORY ORATION IN LATIN.....

CHARLES NEWELL GILBERT.

ORATION....."Self-reliance."

JOHN FRANCIS DELANEY.

READING—"The Death of Morris,".....*Scott.*

SARA T. BURT.

ORATION....."The Fall of the Bastile."

JOSEPH AREND DE BOER.

READING—"The Grave of Adam,".....*Mark Twain.*

ETTIE MABEN PATTEN.

SOPRANO SOLO—"Ah! Naught in Life will compare,".....*Gumbert.*

SARAH DEAN SLOCOMBE.

ORATION....."The Intellectual Shakespeare."

OTIS ALLEN GOULD.

CLASSICAL HONOR.

ESSAY....."The Women of Ancient Greece in Poetry and in History."

CELIA MAY.

READING—Extract from the "Lay of the Last Minstrel,".....*Scott.*

ELIZABETH AGNES WHITE.

ENGLISH HONOR.

ORATION....."An Historical Parallel."

JOHN HENRY SKILLICORN.

CHORUS—"See our Oars with Feathered Spray,".....*Stevenson.*

ORATION....."Modern Martyrs."

CORNELIUS EDWARD FRANKLIN.

READING—"The Rhyme of the Duchess May,".....*Mrs. Browning.*

JESSIE M. HOAG.

DOUBLE TRIO AND CHORUS — "Glorious Apollo," *Weber.*
Misses PATTEN, HENDERSON, BURT and CROUNSE, and Messrs. EHRLMAN
and WILLARD.

PART SECOND.

REPORT OF COMMITTEE ON RHETORICAL EXERCISES.

REPORT OF COMMITTEE ON GRADUATING ESSAYS.

REPORT OF COMMITTEE ON ESSAYS IN COMPETITION FOR THE "EASTON
LITERARY MEDAL."

PRESENTATION OF MEDALS.

PART THIRD.

SOLO — "The Twilight Softly Paleth," *Wannellink.*
KATE ELEANOR HAGADORN.

LATIN-ENGLISH HONOR.

VALEDICTORY..... *Oration.*

FREDERICK Z. ROOKER.

CONFERRING DIPLOMAS.

ADDRESS TO THE GRADUATING CLASSBy the Principal.

FAREWELL SONG.

WORDS BY KATE ELEANOR HAGADORN.

MUSIC BY SARAH DEAN SLOCOMBE.

SOLOS BY MISSES HENDERSON, PATTEN, HAGADORN AND SLOCOMBE.

Joy and gladness fill our hearts
On this bright and festive day;
Happy thoughts of duties done
Serve to cheer us on our way;
But through all, there steals the thought,
As the passing moments fly,
Soon must we as classmates all
Sadly say our last "Good-bye."

CHORUS. — May sweet mem'ries of the past
Linger round us like a spell;
To each other ere we part
We will gently bid "Farewell."

Alma Mater, dear and true,
We thy kind protection claim;
As we leave, thy hallowed walls
We will praise thy cherished name.
Thou hast made us rich with gifts,
That will golden treasures yield,
And to thee we'll give the praise
Reaped upon life's harvest-field.

Battling for the good and pure,
 This our constant aim shall be;
 Win and wear the victor's palm
 Throughout all eternity.
 Buckling on the armor bright,
 Each one going forth alone;
 Fight we till earth's wars are o'er,
 And God's own peace is won.

BENEDICTION.***NAMES OF THE GRADUATING CLASS.*****ENGLISH DIVISION.**

Anderson, Lorena L.	Hagadorn, Kate E.
Bishop, Mary Maud	Henderson, Elizabeth
Blackburn, John T. D.	Hydeman, Marie A.
Borst, Alice H.	Janes, Emma M.
Burt, Sarah T.	Jones, Carrie E.
Caine, Jennie Elizabeth	Mann, Rosetta A.
Callister, Jessie S.	Mattimore, Mary F.
Capps, Annie	Marshall, Linnie V.
Carroll, Anna Bell	McCall, Edward E.
Coe, Jennie Elizabeth	McCloskey, Cornelia L.
Coonley, Howard W.	McDade, Maria
Cowell, Thomas C.	McKinley, Mary
Crounse, Nellie M.	Melick, Ella Breese
Delaney, Mary E.	Palmateer, Nettie
Dorney, Johanna A.	Parker, Emma Amanda
Eagan, Frances Marie	Patten, Juliette M.
Evertsen, M. Alice	Pearson, Lillie E.
Fealey, Nellie A.	Rielly, Mary E.
Fleischman, Flora	Rice, Sophie
Frank, Carrie A.	Robbins, Lena May
Fripp, William J.	Skillicorn, John H.
Gardiner, Charles E.	Valkenburgh, Ida Rose
Ginn, Emily Etta	Walsh, William E.
Gladding, Mary E.	Welch, Josephine C.
Gove, Charles Leonard	White, Lizzie Agnes

LATIN-ENGLISH DIVISION.

Bolden, Anna	Martin, Hattie
Bowen, Ida May	Nichols, Brayton A.
Davis, Grace Carpenter	Peck, Harry S.
Ehrmann, George B.	Rooker, Frederick Z.
Elmore, Effa Elizabeth	Rotman, James Henry
Fayles, Ida M.	Sherman, Belle
Gilbert, Julia Annette	Slocombe, Sarah Dean
Gilbert, Charles N.	Van Santford, Fannie A.
Gould, Otis Allen	Willard, Thomas H.
Hoag, Jessie M.	Wilson, Jennie H.

CLASSICAL DIVISION.

Bailey, George Irving	Haswell, George
Chase, George W. D.	May, Celia
Coley, Joseph Eugene	McAllister, Charles E.
De Boer, Joseph Arend	McFarlane, Andrew
Delaney, John F.	McGraw, William
Diamond, Annie	McLean, Henry
Franklin, Cornelius E.	Skinner, David F.

HONORS AND AWARDS.

(Announced during Commencement Exercises.)

LATIN-ENGLISH HONOR.	ENGLISH HONOR.
<i>Highest in Latin-English * Division,</i>	<i>Highest in English * Division,</i>
Frederick Z. Rooker.	John H. Skillicorn.

CLASSICAL HONOR.

*Highest in Classical * Division,*

Celia May.

<i>Best Speaker,</i>	<i>Best Reader,</i>
Frederick Z. Rooker.	Jessie M. Hoag.
<i>Speakers Commended,</i>	<i>Readers Commended,</i>
John H. Skillicorn,	Sara T. Burt,
John F. Delaney,	Ettie M. Patten,
Otis Allen Gould.	Lizzie A. White.

* These three honors are considered of equal rank, but the student whose marks average the highest pronounces the valedictory.

106 FOURTEENTH ANNUAL REPORT OF THE

BEST GRADUATING ESSAY.

"Heroism in Common Life" (signed François), Fannie Amelia Van Santford.

ESSAYS COMMENDED.

"Value of the Study of Natural Science" (signed K.).....Harry S. Peck.
 "Unwritten History" (signed M. E. G.).....Mary E. Gladding.
 "Moral Culture" (signed Meg)Flora Fleischman.
 "Moral Culture" (signed Myosolis).....Mary F. Mattimore.
 "Good Luck and Good Management" (signed Franciscus), John F. Delaney.
 "Editors and their Influence" (signed Bartholomew).....Brayton L. Nichols.
 "Eminence is Exposure" (signed "Con. Connington, Esq.),

Cornelius E. Franklin.

"Heroism in Common Life" (signed C. L. I. O.).....Sara T. Burt.
 "The Colony on the Tiber and the Colony at Plymouth" (signed
 Columbia).....Charles N. Gilbert.
 "Heroism in Common Life" (signed Clifford).....Ettie M. Patten.
 "Good Luck and Good Management" (signed Pen).....Jessie S. Callister.

ESSAYS IN COMPETITION FOR THE EASTON LITERARY MEDAL.

PRIZE.

"Kai Gar".....George Stewart Duncan.

ESSAYS COMMENDED.

"The Idler".....Clarence M. Griswold.
 "Hope".....Alice Morrow.
 "Sir Roger de Coverly".....E. W. Campbell.
 "Cleo".....Gussie L. Salisbury.
 "Q. E. D.".....Grace Green

The following members of the Graduating Class have never been absent or tardy :

Anderson, Lorena
 Bailey, George I.
 Blackburn, John
 Bolden, Anna
 Chase, George
 De Boer, Joseph
 Dorney, Johanna
 Frank, Carrie A.

Ginn, Emily
 Gladding, Lillie
 Haswell, George
 Mattimore, M.
 McGraw, William
 Palmateer, Nettie
 Reilley, Mary E.

MEDALS.

The medal for the best speaking was awarded by the Executive Committee to Frederick Z. Rooker and presented dur-

ing the Commencement exercises by Hon. Henry R. Pierson ; that for the best reading was awarded by the same committee to Miss Jessie M. Hoag, and was presented by Commissioner Andrew S. Draper. The medal for the best graduating essay was awarded by a committee of the Faculty of Amherst College to Miss Fannie A. Van Santford, and was presented by Rev. Dr. Magee. Competition for the above prizes is limited to the graduating class. The Easton Literary medal was awarded to George S. Duncan, of the Junior Class, by a committee consisting of Rev. T. H. Pattison, D. D., Chauncey P. Williams, Esq., and S. C. Hutchins, Esq. It was presented by Rev. Dr. Pattison. Competition for this medal is open to students of the three lower classes.

For several years medals have been given at Commencement to the best speaker, reader and writer, as follows :

MEDALS FOR DECLAMATION.

1872.....	James M. Ruso.
1873.....	James H. Manning.
1874.....	Edmund J. Moffat.
1875.....	Robert W. Hardie.
1876.....	John H. Niles.
1877.....	Frank White.
1878.....	Clarence H. Packer.
1879.....	Edgar W. Nash.
1880.....	Frederick Z. Rooker.

MEDALS FOR READING.

1872.....	Matilda F. Bridgeford.
1873.....	Margaret J. Annesley.
1874.....	Alice L. Northrup.
1875.....	Anna M. Kingsbury.
1876.....	Dora C. Wendell.
1877.....	Clara M. Spence.
1878.....	Carrie A. Turner.
1879.....	Emma M. Bassett.
1880.....	Jessie M. Hoag.

MEDALS FOR GRADUATING ESSAYS.

1871.....	Mary A. Cochrane.
1872.....	Clara I. Burch.
1873.....	Anna A. Groot.
1874.....	Julia W. Crannell.
1875.....	George W. Kirchwey.
1876.....	John H. Hickox.
1877.....	Austin B. Bassett.
1878.....	Frank W. Hoyt.
1879.....	Louis W. Pratt.
1880.....	Fannie A. Van Santford.

EASTON LITERARY MEDAL.

1877.....	Eloise Colborn.
1878.....	Fannie A. Van Santford.
1879.....	Sara T. Burt.
1880.....	George S. Duncan.

THE VALEDICTORIANS HAVE BEEN :

1871.....	Mary A. Cochrane.
1872.....	Lizzie F. Brooks.
1873.....	George H. Harrower.
1874.....	Kate F. Sullivan.
1875.....	George W. Kirchwey.
1876.....	Theobald J. Smith.
1877.....	Austin B. Bassett.
1878.....	Frank F. Abbott.
1879.....	Anna A. Williamson.
1880.....	Frederick Z. Rooker.

NUMBER OF GRADUATES.

1871	27	1876	65
1872	43	1877	58
1873 ..	46	1878	69
1874	47	1879	76
1875	49	1880	84

EXAMINATIONS.

Increasing confidence is felt each year among our teachers in the results of informal and unexpected written examinations, called "test exercises." They are on a limited portion of the subject, usually covering the work of one or two months. From time to time these exercises are extended to cover more ground, and the mark is combined with the mark in an oral examination, covering the same ground. The mode and frequency of the examinations will necessarily depend much upon the method of instruction. There can be no doubt that the daily recitation affords the best indication of a pupil's industry and knowledge of a subject, and that in the use of text-books more thorough and methodical mental drill can be obtained than by any other means. At the same time, it must be conceded that there is a freshness and magnetism about good oral instruction that the text-book must always lack. It has been our aim, with due regard to the nature of the subject taught, to combine these two methods of instruction. All good teaching, at least in the academic grade, must thus be a compromise between what is called the new method and the old. Extreme views and practices in either of these directions are to be avoided with great care. The school-room is no place for hobbies. The examinations should be so conducted as to afford the best test of the pupil's final mastery of the subject as a whole. The method is unimportant if this end is attained. Some variety of method is eminently desirable. With reference to the last annual examination, I quote from the annual report of the Executive Committee, under date of June 18, 1880:

The twelfth annual examination of the school has just closed. In former years examining committees of prominent citizens, who were familiar with the different departments of study, were appointed by the Executive Committee to attend these examinations and report on the condition of the various classes. These committees were omitted this year because the task thus imposed was thought to be burdensome to them, and because examination papers were furnished by the Regents in many of the studies. The examinations of the various classes have, however, been held as usual, and the duty of attending them has been assumed by members of the Executive Committee.

We have been much pleased with the examinations as a whole. The

mode of conducting them, and the tests which they have afforded of the pupil's knowledge, have been thorough and strictly impartial, and in most cases, they have shown the pupil's complete familiarity with the subject. In nearly every case the classes examined have acquitted themselves to their own and their teacher's credit. And in some of the classes extraordinary proficiency was evinced. The opinion was repeatedly expressed by visitors, who had attended previous annual examinations, that this compared favorably with those of former years, and we are of the same opinion.

Superintendent Cole was associated with the committee in attending the examinations, and concurs with them in this portion of their report.

In this connection it may be well to note that a system of academic examinations has been established by the Regents on the model of their well-known "Preliminary Examinations." If permanently maintained and judiciously administered they cannot fail to have a powerful influence on the secondary education of this State. They may be said to have originated in the "Inter-Academic Literary Union, which was formed in 1874 for the purpose of improving the institutions composing it, in various branches of academic education. More systematic and extensive tests than this organization afforded were soon found desirable, and after repeated discussions and indorsements of the plan at the annual convocation of the University, application was made to the Legislature, and the necessary legal authority obtained. Section 6 of chapter 425 of the Laws of 1877, is as follows:

The Regents of the University shall establish in the academies and academic departments of union schools, subject to their visitation, examinations in such branches of study as are commonly taught in the same, and shall determine the rules and regulations in accordance with which they shall be conducted; said examinations shall be prescribed in such studies, and shall be arranged and conducted in such a manner as in the judgment of the Regents will furnish a suitable standard of graduation from the said academies and academic departments of union schools, and of admission to the several colleges of the State; and they shall confer such honorary certificates or diplomas as they may deem expedient upon those pupils who satisfactorily pass such examinations.

It was further directed by the last Legislature (1880), in an amendment to the laws relating to the distribution of the income of the Literature Fund, that a portion of the money disbursed to the High Schools and Academies of the State

should be based upon the results of these higher examinations. After some revision and amendment the following scheme of academic examination has been adopted :

ADVANCED ACADEMIC EXAMINATIONS.

GRADUATING COURSE.

[Revised in conformity with the report of a committee of the University Convocation of 1879.]

Algebra, through Quadratics.
 American History, Outlines.
 Physical Geography.
 Physiology and Hygiene.
 Plane Geometry.
 Rhetoric and English Composition.

A certificate of progress to be called the Regents' Intermediate Certificate, will be granted to those scholars who shall have passed a satisfactory examination in the above studies.

The other English branches of study are divided into two classes or groups, as follows:

GROUP I.	GROUP II.
Book-keeping.	Astronomy.
Botany.	Chemistry.
Drawing—Free Hand and Mechanical	English Literature.
Geology.	General History.
Moral Philosophy.	Mental Philosophy.
Plane Trigonometry.	Natural Philosophy.
Political Economy.	Trigonometry (completed).
Science of Government.	
Zoölogy.	

Any student who shall have received the Intermediate Certificate, and, in addition thereto, shall have passed a satisfactory examination in any four (4) of the studies of Group I, and any four (4) of the studies of Group II, will be entitled to receive the Regents' Academic Diploma.

Those scholars who wish to take Latin or some other language in connection with this course of study, may substitute one year's work in Latin, Greek, French or German, for Physiology and Rhetoric in the Intermediate Course. In the subsequent course, one year's work in one of these languages may be substituted for one study in Group I, and one study in Group II; and a further substitution may be allowed for subsequent study in the languages, but not to apply to any of the other branches required for the Intermediate Certificate.

One year's work in these languages may be considered as including a knowledge of the elements of Latin or Greek grammar, and such reading exercises as are sufficient to prepare the pupil to take up Cæsar or Anabasis,

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and in the case of French or German, the grammar and thirty pages of some easy author.

• COLLEGE ENTRANCE COURSE.

[Including subjects substantially as recommended by the University Convocation of 1865.]

(A) *In Mathematics* — Algebra, through Quadratics, and plane Geometry.

(B) *In Latin* — Four books of Caesar's Commentaries; six books of Virgil's *Æneid*; six select orations of Cicero; Sallust's *Catiline*; Sallust's *Jugurthine War*, or the *Eclogues* of Virgil, together with twelve chapters of *Arnold's Latin Prose Composition*.

(C) *In Greek* — Three books of Xenophon's *Anabasis*; one book of Homer's *Iliad*, with *Prosody*.

(D) Descriptive and Classical Geography, American History, Greek and Roman Antiquities.

An Intermediate Certificate will be granted in this as in the English Course, to those scholars who shall have passed satisfactory examinations in Algebra, Geometry, Latin Grammar and Reader, and two books of Caesar's Commentaries, Greek Grammar and Reader, Descriptive and Classical Geography, and American History.

It will be seen that the above scheme of examination is very comprehensive, and a large number of the papers furnished by the Regents have already been used in our examinations. In many cases, however, no paper was provided by the Regents at the date when our examination was to occur, and in many other cases informal Test Exercises were required. A few specimens of the papers prepared for such cases by our own teachers are, therefore, given.

TEST EXERCISE IN POLITICAL ECONOMY.

OCTOBER 17, 1879. (*Time, one hour.*)

1. State and illustrate the two principal agencies which tend to reduce the average cost of reproduction.
2. Describe man's position in relation to the forces of nature.
3. Develop the formula $d(M \times F) = -dC$; illustrate the effect of machinery on price.
4. State the province of each of the *three classes* of laborers in relation to intrinsic and exchangeable values.
5. Give Ricardo's theory of rent.
6. Criticise Ricardo's theory, and show what determines the price of land.

*MENTAL SCIENCE—TEST EXERCISE.*APRIL 19, 1880. (*Time, forty-five minutes.*)

1. How does Mental Science differ from Metaphysics?
2. Relation of Mental Philosophy to other sciences (two points).
3. Mental Science as a means of mental discipline.
4. Give a synopsis of the proof that the mind sometimes acts unconsciously.
5. Primary and secondary qualities of bodies.
6. Sensation, as distinguished from perception; ratio; illustrate.

*EXAMINATION IN SURVEYING.*JUNE 2, 1880. (*Illustrate answers by diagrams.*)

1. Give two methods of determining the position of a point.
2. How should all ground be measured? Give reasons for so doing.
3. Name and describe briefly the methods of calculating the contents of a field.
4. Describe the survey by diagonals, the platting, and the calculating the area of a field of four sides. Give the tests of accuracy.
5. Tie lines; describe and give two uses of the same.
6. Offsets; describe and give two uses of the same.
7. Describe the survey of a field of irregular outline.
8. Describe the survey of a five-sided field by the compass.
9. Describe the platting of the five-sided field, given in example 8.
10. Describe the calculation of area of the same field.

*EXAMINATION IN SENIOR LATIN.*JANUARY 27, 1880. (*Time, forty-five minutes.*)I. CICERO—*LEGE MANILIA.*

(38.) I. Itinera, quae per hosce annos in Italia per agros atque oppida civium Romanorum nostri imperatores fecerint recordamini: tum facilius statuetis quid apud exteras nationes fieri existimetis. Utrum plures arbitramini per hosce annos militum vestrorum arnis hostium urbes an hibernis sociorum

civitates esse deletas? Neque enim potest exercitum is continere imperator, qui se ipse non continet, neque severus esse in judicando qui alios in se severos esse iudices non vult.

II. Derivation of *Itinera*.

III. Inflect *recordamini* in the mood, tense and voice here used.

IV. Compare *facilius*.

V. Tense, mood and voice of *statuetis*.

VI. Tense, mood and voice of *existimetis*.

VII. Parts of *feri*.

VIII. Is the singular of plures used as a noun or an adjective?

IX. What cases of plures occur in singular?

X. How does *atque* differ from *et*?

XI. Force of *utrum* - - - - - *an*.

XII. Force of double conjunctions like *neque enim*.

XIII. Parts of *vult*.

XIV. Part of speech and case of *judicando*.

XV. What rule will explain all the subjunctives in this sec.?

XVI. In what year B. C. was this oration delivered?

XVII. In what year A. U. C. was this oration delivered?

XVIII. How many years ago?

XIX. Name four elective officers under the Roman constitution.

XX. At what age was the *toga virilis* assumed?

Extra—I. Write in *Latin* the date of this examination.

Extra—II. Give any Latin quotation or express in Latin any sentiment that you consider appropriate to this occasion.

EXAMINATION IN ENGLISH LITERATURE.

JUNE, 1880.

1 Define literature.

2. How does a living language change?

3. When are new words introduced?

4. What kind of words has our language preserved from the Norman French?

5. Principal sources of our language?

6. Topics in *Deserted Village*.
7. To what department of poetry does it belong?
8. Describe the versification.
9. Sketch the character of the village preacher.
10. Give quotations from *Deserted Village*.
11. What kind of words has the English language derived from the Norman French?
12. From the Greek?
13. In what ways have Latin words been introduced?
14. Describe Anglo-Saxon versification. Give examples from *Piers Plowman*.
15. What writers contributed most to fix the forms of the English language?
16. Rules for reading Chaucer.
17. Name four great writers of the age of Elizabeth and a work of each.
18. Name departments of poetry, and state what is included under each.
19. Difference between Tragedy and Epic poetry.
20. How have Shakespeare's plays been classified?

EXAMINATION IN PHYSICS.

MAY 26, 1880.

1. A lever 8 ft. long is used to lift a weight of 506 lbs., the power being 160 lbs. Where is the fulcrum placed?
2. At the atmospheric pressure a certain weight of air occupied 1,096 cubic feet. What pressure would be required to reduce this volume to 100 ft.?
3. Explain the formation of dew.
4. Explain the formation of the different kinds of spectra.

EXAMINATION IN PHYSIOLOGY.

JANUARY 26, 1880.

1. Describe the structure of the skin.
2. Give two of its uses.
3. Explain respiration.
4. How does it affect the blood?

5. What is Cartilage?
6. Name the digestive fluids.
7. Through what vessels is the blood sent from the heart throughout the body?
8. Of what mineral are the bones principally composed?
9. What is the cause of animal heat.
10. What three principles must nutritious food contain?
11. Name the absorbent vessels.
12. How is a backward flow of blood in the veins prevented?
13. What cartilage protects the passage to the lungs in swallowing food?
14. What is the pleura?
15. Name the coats of the eye.
16. Name the humors.

EXAMINATION IN ROMAN HISTORY.

JANUARY, 1880.

1. Where did the first Punic war break out?
2. Where was the last battle of this war fought, and who was victorious?
3. How many years elapsed before the second Punic war began?
4. Name in their order the battles which were fought in this war.
5. At which one did the Romans gain their first victory, and by whom were they commanded?
6. What was the condition of Carthage at the end of the third Punic war?
7. What was the cause of the Social or Marsic War?
8. Who was Cæsar's rival, and what became of him?
9. What became of Brutus after the death of Cæsar?
10. Who was the first Roman emperor?
11. What was the age in which he lived called?
12. During whose reign was Rome destroyed by fire the second time?
13. Upon whom was the blame cast, and what was the result?

14. Who was the first Christian emperor?
15. What division of the Empire took place during his reign.

TEXT EXERCISES IN ALGEBRA.

JANUARY 22, 1880.

- (1) Multiply $\frac{a^2-16}{a^2+5a}$ by $\frac{a^2-25}{a^2-4a}$
- (2) Reduce $\frac{\frac{x-y^2}{y} - \frac{y^2}{x^2}}{x^2+xy+y^2}$ to a simple fraction.
- (3) Given $\frac{x}{ab} - \frac{x+ab}{3b} = \frac{x}{3b} - (a-1)$ to find value of x .
- (4) Given $\frac{x}{3} - \frac{x^2-5x}{3x-7} = \frac{2}{3}$ to find value of x .
- (5) Given $\frac{2x}{a-2b} = 3 + \frac{x}{2a-b}$ to find value of x .
- (6) Find *L. C. M.* of (x^2-1) , (x^2-1) , $(x+1)$.
- (7) Affect $64 \times \frac{12-9}{y}$ with the exponent $\frac{2}{3}$.
- (8) Reduce to its lowest terms $\frac{2a^2-16a-6}{3a^2-24a-9}$.

EXAMINATIONS IN OUTLINES OF GENERAL HISTORY.

FEBRUARY 2, 1880.

1. What period of time is embraced in the middle ages?
2. Does it include the reign of Henry VIII. of England?
3. When did Charlemagne live?
- 4-5. Compare the extent of his dominions with that of Alfred's.
6. What was the greatest extent of the Saracen Empire?
7. Why is the defeat of the Saracens by Charles Martel considered so important in history?
8. How many Danish Kings ruled England?
9. What people conquered England after the Danes?

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10. What great movement agitated all classes of European society during the 11th, 12th and 13th centuries?
11. What during the 16th?
12. What was the Magna Charta?
13. Name the first king that was obliged to sign it.
14. What led to the Scottish wars during the reign of Edward I.?
- 15-16. What important events occurred during the reign of Henry VI. of England?
17. Who was the English king when America was discovered?
18. When was Wales conquered by the English?
- 19-20. Give a short account of the ministers of Henry VIII.
21. How did the Reformation in England compare with that in Germany?
22. Give a short account of Lady Jane Grey.

VIRGIL EXAMINATION.

ÆNEID, BOOK II, LINES 752-757.

MAY 24, 1880. (*Time, one hour and thirty minutes.*)

I. Translate —

752. Principio muros obscuraque limina portæ,
753. Qua gressum extuleram, repeto, et vestigia retro
754. Observata sequor per noctem et lumine lustro.
755. Honor ubique animos, simul ipsa silentia terrent.
756. Inde domum, si forte pedum, si forte tulisset,
757. Me refero. Irruerant Danai et tectum omne tenebant.

II. Mark the scansion of lines 752 and 753.

III. Prove the first three feet of line 753.

IV. Syntax of gressum. Line 753.

V. Synopsis of extuleram in ind., act. 1st sing. Line 753.

VI. What active forms has a deponent verb?

VII. Distinguish between animus, anima and mens.

VIII. Gender and syntax of domum. Line 756.

IX. Account for the tense of irruerant and tenebant in line 757.

X. What figure in the use of tectum for domum. Line 757.

BOOK III, LINE 1.

- XI. Peculiarity of *postquam*. Line 1.
- XII. Syntax of *res*. Line 1.
- XIII. Syntax of *evertere*. Line 1.
- XIV. Prove the second and fourth feet of line 2.
- XV. Synopsis of *agimus* in ind. pass. first plural.
- XVI. Gender of *antandro*. Line 6.
- XVII. Syntax of *incerti*. Line 7.
- XVIII. Parts of *sistere*. Line 7.
- XIX. Syntax of *sistere*. Line 7.
- XX. Account for the mood of *detur*.
- XXI. Define masc. and feminine *cæsura*.
- XXII. Which is the favorite in Virgil, and in what foot does it usually occur?
- XXIII. When was Virgil born, and where?
- XXIV. Define the meter of this poem.
- XXV. What is the meter of the Eng. Epic poetry.
- EXTRA — Arrange the following words in a hexameter line:
ora, virum, in, hæc, diffundit, fœda, passim, dea.

CONDITIONS OF ADMISSION IN THE HIGH SCHOOL.

During the past year some of our study-rooms have been greatly crowded, and in various other ways we have experienced the evils of excessive numbers. There is reason to apprehend that we may be similarly crowded during the coming year. For this reason, if there were no other, it may be necessary to return to the Grammar Schools such members of the First Year (or lowest) Class as prove to be unable to accomplish the work in the High School. But there are other unquestionable reasons why this ought to be done. In the first place, these scholars become a drag upon their class. Lessons must be shortened and reviews frequently made for their benefit, generally with the poorest results. A serious loss and discouragement to both teacher and class is the inevitable consequence. It ought always to be understood that no one will remain in a class who does not accomplish its work. Again, it is manifestly for the interest of the pupil himself that this should be done.

It sometimes happens that a child will do tolerably well in the elementary branches who will fail if the more advanced studies are assigned to him. It is no fault of his that he is immature; that his mind does not grasp the subjects. A year or two later he may be able to master the difficulties with ease. Meantime it is only reasonable to give him work commensurate with his mental development. If, as is often the case, he is still deficient in the elementary branches, it is an additional reason for keeping him upon them. To advance a scholar prematurely does him serious injustice. It leaves him in ignorance of fundamental matters, and still worse, teaches him to be contented with his inferiority. One of the most important benefits which a school can confer upon its pupils is to awaken their desire for something better than they have yet attained, and kindle their ambition. To allow a scholar to drag along in indifference at the foot of his class tends in just the opposite direction.

In a few instances such transfers of pupils from the High School to one of the grammar schools have already been made. It is believed that they should be more frequent in future. Scholars are constantly graded back from one room or class to another in all the schools. Why should they not be when, as it happens in this case, the class next below is in another school? The schools are all parts of the same system. Their essential unity is destroyed if pupils may not be freely transferred in the way suggested.

In this connection it is worthy of note, that besides a sufficient knowledge of arithmetic, grammar and geography to pass the entrance examination, many other things are of great importance to the candidate.

In one of the most interesting discussions which took place at the last Convocation of the University, it seemed to be the unanimous opinion of all the eminent educators who were present, that the elementary facts of natural history and many other subjects could be taught to children of ten or twelve years of age without detriment to their other studies; and moreover that the relief and diversion afforded by brief exercises in these branches would greatly stimulate their progress

in all respects. It does not devolve upon me to discuss the question here further than to repeat that more mental maturity is eminently desirable before admission to the High School.

DRAWING.

The practical value and importance of this study were emphasized in my last annual report. It has been my intention to make drawing optional to pupils in the High School after the Second Year, unless other provision is made by the Board of Public Instruction. In the opinion of the Executive Committee this is advisable. The whole subject involves, however, questions of management which can be only tentatively decided until a much longer period has been afforded for observation and experience.

LIBRARY.

The Library continues to be an important auxiliary to the school. It is scarcely possible to over-estimate its importance. No thoroughness of instruction in such an institution can atone for a failure to develop a correct literary taste in its pupils. Nearly every eminent man of modern times has evinced a love of books, while the lives of thousands, whose names are unknown, have been rendered purer and more useful by association with the best authors. We have endeavored also to render our pupils an important service by making the library as full as possible in works of reference, and by encouraging them to consult such books whenever occasion requires. Many valuable works of this kind have been added during the year; among them the new Encyclopædia Britannica. The total number of additions during the year is 271. Number of books in the library 4,248. A new catalogue was issued in November, 1879.

CONCLUSION.

It is my pleasant duty to bear witness to the fidelity and zeal as well as superior ability of my associates in the Faculty. Professor Commette and Miss McCloskey having resigned, at

the beginning of the year, Mr. Auguste Magaud was elected Professor of French, and Miss Ellen Sullivan teacher of English branches. In behalf of the institution, I desire to make the heartiest acknowledgment to the Board of Public Instruction for valuable improvements in the appearance of the building, as well as for all their other generous provisions and steadfast support.

Respectfully submitted,

JOHN E. BRADLEY,
Principal.

In Memoriam.

EMILY L. PLATT,

APPOINTED TEACHER IN SCHOOL NO. 3, JUNE 25TH, 1850; RESIGNED
APRIL 1ST, 1880; DIED AUGUST 8TH, 1880.

FROM THE (ALBANY) ARGUS.

Miss EMILY L. PLATT, whose death occurred suddenly on Sunday last should not pass from life without some note. She was talented and accomplished, and had many excellencies of character that endeared her to a wide circle of relatives and friends. In this she was like others. But she had some characteristics worthy of special note. She thought life was intensified and dignified by labor. Turning away from the amenities of married life, she chose to give herself to the self-denying toils of a teacher. She wanted to feel every day that she was doing something worth doing. In one of the school districts of Albany, in the same building, she taught over twenty-nine years. She was careful, earnest and prompt, doing her work in sunshine and storm, with an energy, a devotion, a singleness of purpose and a wise efficiency, that would call for high honors in other fields of effort. Many are the persons now in prominent positions in life who, as young lads and young girls, were once under her care and instruction. Lawyers, doctors, editors, and almost every kind of workers may look with gratitude to her unselfish toil in their early training. Her heart was interested in her task. Her pupils were as her children. She gave them a mother's love, watched and guided them with a mother's solicitude. She had method, exactness, command and success. She ruled by a strong will under the impulse of an earnest love. She awakened the interest and won the affections of her pupils. Many who prized her instructions will long remember her with gratitude. But for several years an enemy within had preyed upon her vital powers. She bore up with wonderful fortitude. Heroic elements entered into her fight. Yet the life-battle was to end. She feared not for herself; she was only solicitous for those who remained. Born in Litchfield county, Conn., in February, 1825, she died in Lynn, Mass., in August, 1880. She had on the walls of her room at home, two different pictures of Christ receiving little children — "Suffer them to come unto me," was the keynote of her life. Unselfish, she thought and felt for others. For many years she was a communicant member of St. Paul's church in this city. In brief, she had a clear head, a warm heart, and a ready hand in good works, as she had opportunity. She had an eye single to her task, and as Gray describes the humble worker, she

"Kept the noiseless tenor of her way."

"In the eyes of her Great Leader, she has doubtless won plaudits that will be heard long after the bugle blast that honors the hero shall have died away. Her life work was as in a quiet vale, unnoted and unhonored, but it was done, and well done, and

"Let not ambition mock such useful toil."

It well deserves the meed of high praise here, and in the end, it is sure, will not be without its rich reward.

1880-81.

BOARD OF PUBLIC INSTRUCTION.

ROOMS:

High School Building, Eagle Street, cor. Columbia.

Members.		
NAMES.	RESIDENCE.	TIME EXPIRES.
CHAS. P. EASTON, - - -	10 TEN BROECK ST.	June, 1881
ANDREW S. DRAPER, - -	213 CLINTON AVE. -	June, 1881
PETER J. FLINN, - - -	737 BROADWAY - -	June, 1881
JOHN H. LYNCH, - - -	55 RENSSELAER ST. -	June, 1881
GEORGE B. HOYT, - - -	184 EAGLE ST. - -	June, 1882
JOHN A. MCCALL, JR., - -	434 STATE ST. - -	June, 1882
WILLIAM MORGAN, - - -	30 PERRY ST. - -	June, 1882
LINZEE T. MORRILL, - - -	66 GRAND ST. - -	June, 1882
HERMAN BENDELL, - - -	109 EAGLE ST. - -	June, 1883
HENRY W. LIPMAN, - - -	80 DOVE ST. - -	June, 1883
SAMUEL TEMPLETON, - - -	16 LANCASTER ST. -	June, 1883
DOUW H. FONDA, - - -	93 LANCASTER ST. -	June, 1883

Officers of the Board.CHARLES P. EASTON, - - - - - *President.*CHARLES W. COLE, - *Superintendent of Schools and Secretary.*
RESIDENCE, 192 ELM STREET.ALEXANDER SAYLES, - - - *Superintendent of Buildings.*
RESIDENCE, 219 LIVINGSTON AVENUE.

STATED MEETINGS
OF THE
BOARD OF PUBLIC INSTRUCTION:

FIRST AND THIRD MONDAYS IN EACH
MONTH EXCEPT AUGUST.



TEACHERS' MEETINGS.

*Principals meet with the Superintendent for Consul-
tation and Discussion on the Second Tuesday
of each Month, at the High School. •*

Meetings of Teachers of other Grades at the call of the Superintendent.



OFFICE HOURS
OF
SUPERINTENDENT OF SCHOOLS AND SUPERINTENDENT OF BUILDINGS:

12 m. to 1 p. m., and 5 to 6 p. m. on School Days;
9 a. m. to 1 p. m. on Saturdays.

STANDING COMMITTEES.

RULES AND REGULATIONS.		
W. MORGAN,	D. H. FONDA,	L. T. MORRILL.
FINANCE AND ACCOUNTS.		
S. TEMPLETON,	J. A. McCALL, JR.,	H. BENDELL.
TEXT BOOKS.		
A. S. DRAPER,	H. BENDELL,	P. J. FLINN.
EXAMINATIONS.		
G. B. HOYT,	J. H. LYNCH.	A. S. DRAPER, L. T. MORRILL.
CONSTRUCTION AND REPAIRS.		
P. J. FLINN,	S. TEMPLETON,	W. MORGAN, L. T. MORRILL.
SUPPLIES.		
H. W. LIPMAN,	G. B. HOYT,	J. H. LYNCH.
MUSIC AND DRAWING.		
J. H. LYNCH,	S. TEMPLETON,	H. W. LIPMAN.
EXECUTIVE COMMITTEE ON HIGH SCHOOL.		
C. P. EASTON,	P. J. FLINN,	G. B. HOYT, J. A. McCALL, JR.
EXCUSES OF TEACHERS.		
H. BENDELL,	W. MORGAN,	D. H. FONDA.
LAW.		
L. T. MORRILL,	A. S. DRAPER,	C. P. EASTON.
PRINTING.		
J. A. McCALL, JR.	A. S. DRAPER,	H. W. LIPMAN.

SUB-COMMITTEES.

<i>No. 1.</i>	<i>Schools.</i>	<i>No. 3.</i>	<i>Schools.</i>
L. T. MORRILL..	Nos. 1, 4, 25.	J. H. LYNCH . . .	Nos. 15, 9.
H. BENDELL	No. 14.	W. MORGAN.....	Nos. 12, 18.
H. W. LIPMAN ..	Nos. 16, 24.	S. TEMPLETON..	Nos. 21, 8.
<i>No. 2.</i>		<i>No. 4.</i>	
C. P. EASTON ...	Nos. 6, 23.	G. B. HOYT.....	Nos. 2, 11.
P. J. FLINN.....	Nos. 13, 20.	J. A. McCALL, JR.,	Nos. 3, 7, 19.
A. S. DRAPER ...	Nos. 5, 23.	D. H. FONDA....	Nos. 10, 17.

FACULTY OF THE HIGH SCHOOL.

JOHN E. BRADLEY, PH. D.,
Principal and Professor of Mental and Moral Philosophy.

CHARLES A. HORNE, A. M.,
Professor of Mathematics.

OSCAR D. ROBINSON, A. M.,
Professor of Latin and Greek.

AUSTIN SANFORD, A. M.,
Professor of English Literature and History.

RICHARD PRESCOTT, M. E.,
Professor of Natural Science.

LEO. H. ALTMAYER, PH. D.,
Professor of the German Language and Literature.

A. MAGAUD, A. B.,
Professor of the French Language and Literature.

WILLIS G. TUCKER, M. D.,
Professor of Chemistry.

THOS. SPENCER LLOYD,
Professor of Music.

WILLIAM D. GOEWY,
Teacher of Latin.

MISS MARY MORGAN,
Rhetoric and Elocution.

BOARD OF PUBLIC INSTRUCTION.

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MISS REBECCA I. HINDMAN,
English Branches.

MISS MARGARET SULLIVAN,
English Branches.

MISS ANNA J. SHANKS,
English Branches.

MISS MARY A. COCHRANE,
English Branches and Latin.

MISS MARGARET J. ANNESLEY,
English Branches.

MISS MARY I. DAVIS,
English Branches.

MISS DORA C. WENDELL,
English Branches.

MISS ELLEN SULLIVAN,
English Branches.

SALARIES.

Principal	\$2,700 00
Professors of Mathematics and Latin and Greek, each	2,160 00
Professor of English Literature and History	1,620 00
Professor of Natural Science	1,200 00
Professor of German	760 00
Professor of French	400 00
Professor of Chemistry—five months' service...	400 00
Teacher of Latin—man	700 00
Teacher of Latin—lady	600 00
Teacher of Rhetoric and Elocution—lady	855 00
Teacher of English Branches—one lady at	760 00
Teacher of English Branches—one lady at	665 00
Teacher of English Branches—one lady at	650 00
Teacher of English Branches—one lady at	617 50
Teacher of English Branches—one lady at	570 00
Teacher of English Branches—two ladies at ...	500 00

LIST OF PRINCIPALS AND TEACHERS.

IN THE

VARIOUS GRAMMAR AND PRIMARY SCHOOLS.

*PRIMARY SCHOOL No. 1.*Miss JULIA M. JAMES, - - - - - *Principal.*

ASSISTANTS :

Miss Carrie R. Churchill,	Miss Emma Doctor,
Mrs. A. A. Vance,	" Josephine Hartnett.
" Elizabeth Murphy,	

*GRAMMAR SCHOOL No. 2.*LEWIS H. ROCKWELL, - - - - - *Principal.*

ASSISTANTS :

Miss Frances Gilborne,	Miss Martha A. Pultz,
" Martha W. Wilson,	" Martha Winne.
" Freddy Mallory,	

*PRIMARY SCHOOL No. 3.*Miss MARTHA McFARLAND, - - - - - *Principal.*

ASSISTANTS :

Miss Mary E. Dolan,	Miss Winifred G. Behan
" Sarah F. Horan,	

*PRIMARY SCHOOL No. 4.*Miss KATE McAULEY, - - - - - *Principal.*

ASSISTANTS :

Miss Louisa Cronnse,	Miss Maggie Barry.
" Isabella Holmes,	

132 FOURTEENTH ANNUAL REPORT OF THE

PRIMARY SCHOOL No. 5.

JOHN A. HOWE, - - - - - - *Principal.*

ASSISTANTS :

Miss Caroline Ostrander,	Miss Harriet E. Prentice,
" Sophia J. Sprague,	" Ella J. Graham.
" Anna E. Law,	

GRAMMAR SCHOOL No. 6.

ALMOND HOLLAND, - - - - - - *Principal.*

ASSISTANTS :

Miss Helen A. Cochrane,	Miss Fannie M. Brainard
" Ida A. Green,	" Clara C. McMillan,
" Lizzie L. Cole,	" Emma W. Davidson,
" Eliz. Smith,	" Anna E. Boom,
" Frances M. Benjamin,	" Mary P. Russ,
" Ellie F. Moran,	" Jennie F. Cullen.
" Addie A. Stoneman,	

GRAMMAR SCHOOL No. 7.

WILLIAM L. MARTIN, - - - - - - *Principal.*

ASSISTANTS :

Miss Jane Cowieson,	Miss Isabella T. Henry,
" Margaret A. Hevenor,	" Ida G. Russ.
" Julia E. Ryan,	

GRAMMAR SCHOOL No. 8.

JOHN E. SHERWOOD, - - - - - - *Principal.*

ASSISTANTS :

Miss Rosa Carr,	Miss Georgia Mosher,
" Ida W. Johnson,	" Belle A. Crannell,
" Carrie Winne,	" Mary McC. Hammeck.

PRIMARY SCHOOL No. 9.

Miss JENNIE SIMPSON, - - - - - - *Principal.*

ASSISTANTS :

Miss Ellen E. Deevey,	Miss Mary E. Murphy.
" Maggie McCloskey,	

BOARD OF PUBLIC INSTRUCTION.

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GRAMMAR SCHOOL No. 10.

GEORGE H. BENJAMIN, - - - - - *Principal.*

ASSISTANTS :

Miss Mary E. Howard,	Miss Augusta Kennedy,
" Bella McAllister,	" Sarah J. Giguere,
" Rosa Ulshoefer,	" Maggie E. Hayes.

GRAMMAR SCHOOL No. 11.

JOSIAH H. GILBERT, - - - - - *Principal.*

ASSISTANTS :

Miss Ella Burnap,	Miss Louisa Gompf,
" Kate A. Lord,	" Margaret Morris,
" Frances Westover,	" Mary Hussey,
" Ida C. Burnap,	" Nellie Combs,
" Mary U. Sexton,	" Agnes M. Overton,
" Mary E. Gray,	" Charlotte Westover.
" Hattie A. Smith,	

GRAMMAR SCHOOL No. 12.

ELI E. PACKER, - - - - - *Principal.*

ASSISTANTS :

Miss Sarah A. Morehead,	Miss Lydia Gardner,
" Louise M. Burdick,	" Gertie Gordon,
" Ella A. Reardon,	" Hattie Butler,
" Sarah Gibson,	" Hattie Brown,
" Mary J. Don,	" Mary L. Richman,
" Jane Wensley,	" Jean Osborn,
" Louisa House,	" Emma Ward.
" Laura Richards,	

GRAMMAR SCHOOL No. 13.

P. H. McQUADE, - - - - - *Principal.*

ASSISTANTS :

Miss Leonora Farnham,	Miss Lucy A. Stantial,
" Augusta C. Capron,	" Ida A. Carrow,
" Etta Marvin,	" Kate A. Smith,
" Annie E. Lyons,	" Ida E. Winne.
" Catherine Murphy,	

134 FOURTEENTH ANNUAL REPORT OF THE
GRAMMAR SCHOOL No 14.

JAMES L. BOTHWELL, - - - - - *Principal.*

ASSISTANTS :

Miss Sarah E. Bartley,	Miss Maggie Meckel,
“ Mary A. Richards,	“ Eva H. Kennedy,
“ Julia M. Simpson,	“ Mary A. Horton,
“ Anne E. Caine,	“ Gertrude Hamburger,
“ Jennie Bell,	Mrs. Catharine Murphy,
“ Jane A. Williams,	Miss Lillian Sangmaster,
“ Anna K. Staats,	“ Ada Viele,
“ Emma T. Wilkinson,	“ Bertha Fisher,
“ Kate Hans,	“ Rose Livingston.

GRAMMAR SCHOOL No. 15.

LEVI CASS, - - - - - - *Principal.*

ASSISTANTS :

Miss Eurette Crannell,	Miss Agnes R. Davison,
“ Helen J. Bartley,	“ Mary G. Smith,
“ Mary McDonald,	“ Maggie E. Gorman,
“ Kate C. Quinn,	“ Jessie B. Cochrane,
“ Margaretta J. Courtney,	“ Lottie A. McDermott,
“ Mary F. McDermott,	“ Anna P. Halpen,
“ Elizabeth H. Buss,	“ Ella F. Brice,
“ Alice L. Northrop,	“ Kate Crummey,
“ Kate F. Sullivan,	“ Marie A. Hydeman.

PRIMARY SCHOOL No. 16.

Miss ELINOR F. DICKSON, - - - - *Principal.*

ASSISTANT :

Miss Mary A. Burke.

BOARD OF PUBLIC INSTRUCTION.

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GRAMMAR SCHOOL No. 17.

CHARLES A. WHITE, - - - - - *Principal.*

ASSISTANTS :

Miss Ellen Thomas,	Miss Kate C. Allen,
Mrs. Lydia C. Burnap,	" Bertha Labishiner,
Miss Elenora Wark,	" Maggie J. Graham.
" Maria M. Mull,	

GRAMMAR SCHOOL No. 18.

Miss JOSEPHINE CLEMENT, - - - - - *Principal.*

ASSISTANTS :

Miss Louisa Canaday,	Miss Louisa Van Zandt.
----------------------	------------------------

GRAMMAR SCHOOL No. 19.

Miss MARY A. SIMPSON, - - - - - *Principal.*

ASSISTANTS :

Miss Anna L. Scally,	Miss Lizzie Campbell.
" Eleanor Snyder,	

GRAMMAR SCHOOL No. 20.

E. H. TORREY, - - - - - *Principal.*

ASSISTANTS :

Miss Bridget Dempsey,	Miss Annie L. Corbett,
" Mary Coyle,	" Mary A. Murray,
" Kate Griffin,	" Anna Mitchell.

GRAMMAR SCHOOL No. 21.

A. F. ONDERDONK, - - - - - *Principal.*

ASSISTANTS :

Miss Christina Ferguson,	Miss Helen Case,
" Celia Jones,	" Jennie E. McLean,
" Julia W. Crannell,	" Maggie A. Brown,
" Ella J. McCracken,	" Agnes S. Gavey,
" Lizzie Erwin,	" Mary F. Wylie,
" Emma E. Jones,	" Maggie G. Jones,

136 FOURTEENTH ANNUAL REPORT OF THE

PRIMARY SCHOOL No. 22.

Miss JENNIE A. UTTER, - - - - - *Principal.*

ASSISTANTS :

Miss Maggie Roche,	Miss Anna D. Smith,
" Rosetta Hartnett,	" Lucy J. Miles,
" Kate Kennedy,	" Mattie Pattison,
" Rachel Jones,	" Florence P. Morton.

PRIMARY SCHOOL No. 23.

Miss LIZZIE MCCARTHY, - - - - - *Principal.*

ASSISTANTS :

Miss Angeline E. Miller,	Miss Alice E. Geary.
" Mary Zeitler,	

PRIMARY SCHOOL No. 24.

Miss JENNIE HEPINSTALL, - - - - - *Principal.*

ASSISTANTS :

Miss Anna E. Walker,	Miss Mary L. McGinn,
" Anna P. Erwin,	" Hattie M. Allen,
" Julia Cordell,	" Anna Reese,
" Susie M. Mangan,	" Mary C. Kelly,
" Sarah A. Carey,	" Ida J. Bullis,
" Kate M. Doudle,	" Ada Craig.

PRIMARY SCHOOL No. 25.

Mrs. M. L. HOTALING, - - - - - *Principal.*

ASSISTANTS :

Miss Ardella Bogardus,	Miss Mary Geoghegan,
" Josephine Moran,	" Anna G. Murphy.

MUSICAL DIRECTOR,

Thomas Spencer Lloyd.

DRAWING MASTER,

Theodore C. Hailes.

SALARIES.

Principals of Schools Nos. 6, 11, 12, 13, 14, 15 and 21 (men)	\$1,800 00
Principals of Schools Nos. 2, 5, 7, 8 and 10 (men),	1,600 00
Principals of Schools Nos. 17 and 20 (men).....	1,140 00
Principals of Schools Nos. 22, 24 and 25 (ladies)..	700 00
Principals of Schools Nos. 1, 3, 4, 9, 19 and 23 (ladies)	675 00
Principals of Schools Nos. 16 and 18 (ladies).....	600 00
Musical Director.....	1,485 00
Drawing Master	1,200 00
Principal's Assistants and teachers of ninth year class.....	600 00
Principal teachers in Departments and teachers of seventh and eighth year class	550 00
Assistant teachers, first year.....	350 00
Assistant teachers, second year.....	400 00
Assistant teachers, third year	450 00
Assistant teachers, fourth year and thereafter.....	500 00



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50 State

Board of Public Instruction,

ALBANY, N. Y.

15TH ANNUAL REPORT.

1880-81.

GANSEVOORT - LANSING
COLLECTION

1880

1881

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FIFTEENTH ANNUAL REPORT

OF THE

BOARD OF PUBLIC INSTRUCTION

OF THE

CITY OF ALBANY

TO THE COMMON COUNCIL.

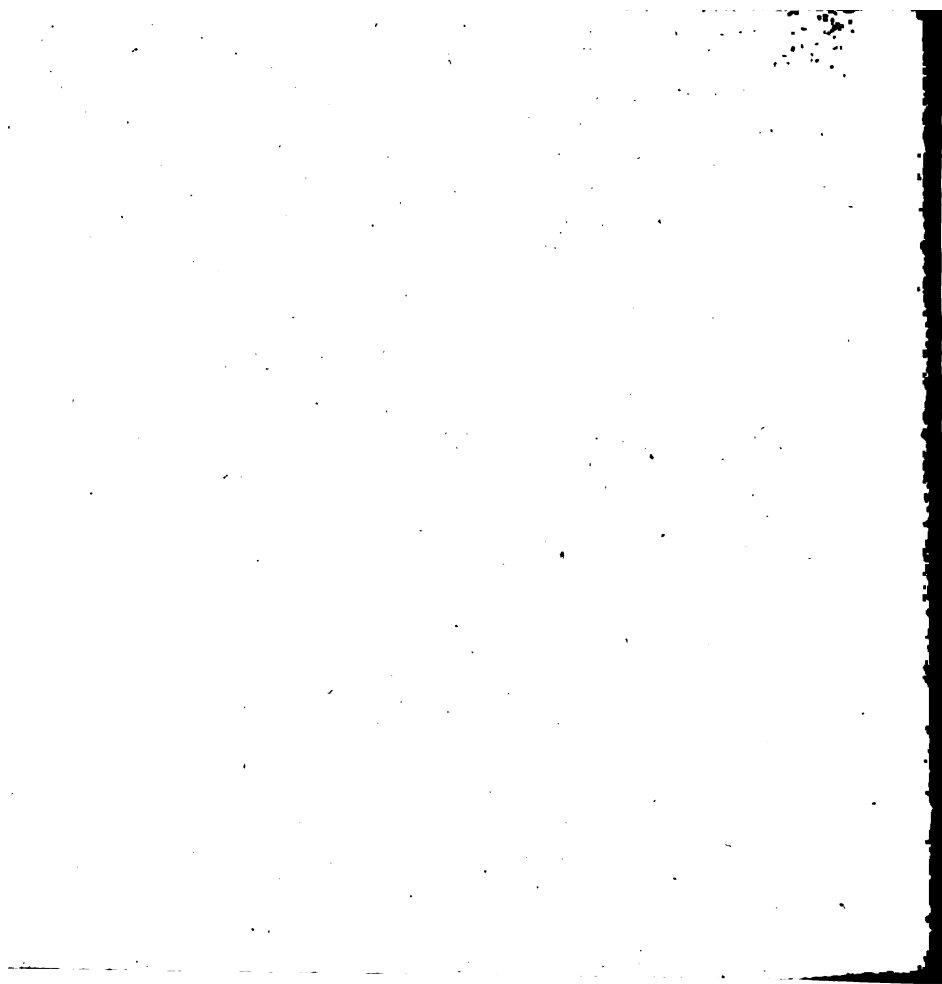
FOR THE

Compliments

CHAS. W. COLE,

Superintendent of Schools.

VAN BENTHUYSEN & SONS' PRINT,
1881.



FIFTEENTH ANNUAL REPORT

OF THE

BOARD OF PUBLIC INSTRUCTION

OF THE

CITY OF ALBANY

TO THE COMMON COUNCIL,

FOR THE

YEAR ENDING AUGUST 31, 1881.

ALBANY, N. Y.:
VAN BENTHUYSEN & SONS' PRINT.
1881.

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Introduction

R E P O R T .

*To the Honorable the Common Council
of the City of Albany:*

GENTLEMEN:— In accordance with the mandate of Chap. 444, Laws of 1866, the Board of Public Instruction herein presents its Fifteenth Annual Report of the condition of the schools under its charge.

NEW BUILDINGS.

The construction of a new building on the corner of North Pearl and North Second streets, was begun in February, 1880. The building was opened for school purposes September 20th, following. The total cost of this school-house, including lot and furniture, was \$19,941.68. The lot extends one hundred and twenty-five feet on North Pearl street, and one hundred feet on North Second street. The building has a frontage of sixty-six feet on North Pearl, and a depth of eighty-four feet. It has a high basement, furnishing ample room for heating apparatus and fuel, besides affording sufficient play room for use during inclement weather. There are eleven school rooms in this building, with a total seating capacity of six hundred sixteen (616). The heating and ventilation are arranged upon a

system which experience has approved, and the arrangements for the admission of light are perfect. The attendance on the opening of the school was four hundred one (401). The number of attendants is gradually increasing; but it is believed that sufficient accommodations have been furnished to meet the wants of the neighborhood for the next ten years.

During the fall of 1880, the attention of the Board was called to the dangerous condition of school building No. 8, on Madison avenue, near Grand street. This was one of the oldest school buildings in the city, having been erected in 1838. By direction of the Board, several expert builders examined the building, and all pronounced it in such a condition as to demand either rebuilding or extensive repairs. Ascertaining that the cost of the necessary repairs would be over five thousand dollars, and being convinced that even so large an expenditure would not result in a well arranged or convenient school, the Board determined that it would prove the wisest economy to erect a new building. The lot was found to be sufficiently large for the projected building. The sum of \$20,000 was placed in the budget of the current year for the erection of the new structure. Contracts were entered into for the construction of the building in April, and about the first of May the old school-house was demolished. The new structure, which will probably be ready for occupation early in October, will be one of the most complete and best fitted schools in the city. A full description of the building, its cost, etc., will be given in the next report.

ALTERATIONS.

The remodeling of School No. 24, for which purpose funds were provided in the annual budget, has been in progress throughout the summer vacation, and will be completed about the first of October. The principal feature of the alterations is the change from four large study rooms, with recitation rooms attached, to twelve rooms with fifty-six seatings each; although a number of other improvements will be made, the most important of which is the removal of the outside privy building, whereby a large additional space is gained for the play-ground, and the placing of latrine closets in the cellar.

When this alteration is completed the capacity of the school will be increased from 608 to 672 seatings, a gain of 64. Of the remaining old buildings arranged on the department plan, No. 10 is the only one well adapted for alteration. This building can be remodeled on the small room plan, at a moderate cost, so as to make an excellent building for school purposes. This improvement will probably be undertaken during the coming year. As suggested last year, the most pressing demand for new buildings is for one to replace Nos. 2 and 16, and one to replace Nos. 3 and 5. Attention is earnestly invited to the subjoined reports of the Committees on Examinations and High School, the full reports of the Superintendent of Schools, and the principal of the High School, for interesting and detailed accounts of the condition of the schools.

FINANCIAL STATISTICS.

The following tables exhibit the receipts and expenditure of this department for the year, and the expenses of each school in detail:

CASH RECEIPTS AND EXPENDITURES

FOR THE YEAR ENDING AUGUST 31, 1881.

RECEIPTS.

Cash balance on hand September 1, 1880.....	\$76,782 12
Raised by tax.....	150,450 00
State apportionment.....	48,552 29
From literature fund, etc., for High School.....	2,603 86
From non-resident pupils.....	1,057 50
From sale of old desks.....	146 00
From High School pupils, use of books, etc.....	1,071 00
From cash received from use of gas by Nat. Mus. Teachers' Association at High School	13 50
From sale of old School No. 20.....	550 00
	<hr/>
	\$281,226 27

EXPENDITURES.

Teachers' salaries.....	\$143,776 20
Text-books and stationery.....	3,121 70
School apparatus.....	92 85
Repairs	8,503 19
School furniture.....	303 79
Heaters and stoves.....	1,215 29
Fuel.....	1,314 01
Janitors, cleaning school-houses, etc.,	6,906 37
Miscellaneous expenses.....	893 78
	<hr/>
Carried forward	\$166,127 18

BOARD OF PUBLIC INSTRUCTION.

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Brought forward.....	\$166,127 18	
Salary of Superintendent and Secretary.....	2,500 16	
Supplies.....	2,570 54	
Blank books, printing and advertising.....	1,587 16	
Alterations of school-houses.....	1,032 30	
Salary of Superintendent of Buildings.....	1,500 00	
Library.....	1,001 53	
Rent of lot for use of School No. 5,	200 00	
Clerk hire.....	300 00	
Gas and water.....	653 50	
School-house No. 8.....	8,591 48	
School-house No. 20.....	9,047 68	
		\$195,111 53
Cash balance on hand September 1, 1881.....		86,114 74
		<u>\$281,226 27</u>

EXPENDITURES IN DETAIL.

SCHOOL No. 1.—JULIA M. JANES, *Principal*.

Teachers' salaries	\$3,270 00
Repairs	152 22
Text-books and stationery	17 18
Heaters and stoves	30 00
Fuel	6 25
Cleaning school-house, making fires and sundries ..	167 50
Supplies	55 18
Gas and water	5 50
School furniture	14 57
	<hr/>
	\$3,718 40
	<hr/>

SCHOOL No. 2.—LEWIS H. ROCKWELL, *Principal*.

Teachers' salaries	\$4,278 33
Repairs	100 31
Text-books and stationery	25 55
Heaters and stoves	45 25
Fuel	21 76
Cleaning school-house, making fires, etc	167 50
Supplies	61 80
Gas and water	9 25
	<hr/>
	\$4,709 75
	<hr/>

SCHOOL NO. 3.—MARTHA MCFARLAND, *Principal*.

Teachers' salaries.....	\$1,874 41
Repairs	64 34
Text-books and stationery.....	38 29
Heaters and stoves.....	11 58
Fuel	1 56
Cleaning school-house, making fires, etc.....	130 80
Supplies.....	42 03
Gas and water.....	7 50
	<hr/>
	\$2,170 51
	<hr/>

SCHOOL NO. 4.—KATE MCAULEY, *Principal*.

Teachers' salaries.....	\$2,169 75
Repairs	120 98
Text-books and stationery.....	4 83
Heaters and stoves.....	32 07
Fuel.....	77 31
Cleaning school-house, making fires, etc.....	130 80
Supplies	53 59
	<hr/>
	\$2,589 33
	<hr/>

SCHOOL NO. 5.—JOHN A. HOWE, *Principal*.

Teachers' salaries.....	\$4,250 00
Repairs	146 98
Text-books and stationery.....	37 47
Heaters and stoves.....	46 95
Cleaning school-house, making fires, etc.....	167 50
Gas and water.....	1 00
Supplies.....	64 17
Fuel.....	18 32
Rent of vacant lot.....	200 00
	<hr/>
	\$4,932 39
	<hr/>

SCHOOL No. 6.—ALMON HOLLAND, *Principal*.

Teachers' salaries.....	\$8,453 00
Repairs	413 44
Text-books and stationery.....	82 10
Heaters and stoves.....	152 73
Fuel.....	109 31
Cleaning school-house, making fires, etc.....	317 50
Supplies	124 10
Gas and water.....	38 00
School furniture.....	18 00
	<hr/>
	\$9,708 18
	<hr/>

SCHOOL No. 7.—WILLIAM L. MARTIN, *Principal*.

Teachers' salaries.....	\$4,105 32
Repairs	396 22
Text-books and stationery.....	75 09
Heaters and stoves.....	84 18
Cleaning school-house, making fires, etc.....	167 50
Supplies	94 21
Gas and water.....	8 25
	<hr/>
	\$4,930 77
	<hr/>

SCHOOL No. 8.—JOHN E. SHERWOOD, *Principal*.

Teachers' salaries.....	\$4,784 25
Repairs	325 19
Text-books and stationery	34 10
Heaters and stoves.....	38 75
Cleaning school-house, making fires, etc.....	167 50
Miscellaneous expenses.....	10 00
Supplies.....	68 89
	<hr/>
Carried forward	\$5,428 68

BOARD OF PUBLIC INSTRUCTION.

13

Brought forward.....	\$5,428 68
Fuel.....	11 00
Gas and water.....	7 75
Printing.....	35 90
	<hr/>
	\$5,483 33
	<hr/>

SCHOOL No. 9.—JENNIE SIMPSON, *Principal*.

Teachers' salaries.....	\$1,935 99
Repairs.....	43 01
Text-books and stationery.....	8 03
Heaters and stoves.....	21 70
Fuel.....	15 75
Cleaning school-house, making fires, etc.....	155 85
Supplies.....	37 62
	<hr/>
	\$2,217 95
	<hr/>

SCHOOL No. 10.—GEORGE H. BENJAMIN, *Principal*.

Teachers' salaries.....	\$4,750 75
Repairs.....	127 56
Text-books and stationery.....	39 63
Heaters and stoves.....	41 72
Fuel.....	1 56
Cleaning school-house, making fires, etc.....	167 50
Supplies.....	59 10
Gas and water.....	5 50
	<hr/>
	\$5,193 32
	<hr/>

SCHOOL No. 11.—J. H. GILBERT, *Principal*.

Teachers' salaries.....	\$8,512 82
Repairs.....	378 37
	<hr/>
Carried forward.....	\$8,891 19

Brought forward	\$8,891 19
Text-books and stationery	28 36
Heaters and stoves	56 40
Fuel	43 56
Cleaning school-house, making fires, etc.	317 50
Gas and water	2 75
Supplies	124 26
	<hr/>
	\$9,464 02
	<hr/>

SCHOOL NO. 12.—E. E. PACKER, *Principal*.

Teachers' salaries	\$9,182 57
Repairs	382 74
Text-books and stationery	156 53
Heaters and stoves	54 50
Fuel	108 32
Cleaning school-house, making fires, etc.	329 16
Supplies	159 98
Gas and water	13 00
	<hr/>
	\$10,386 80
	<hr/>

SCHOOL NO. 13.—P. H. MCQUADE, *Principal*.

Teachers' salaries	\$6,556 91
Repairs	466 42
Text-books and stationery	15 98
Heaters and stoves	83 22
Fuel	1 56
Cleaning school-house, making fires, etc.	264 56
Supplies	75 67
Gas and water	5 25
	<hr/>
	\$7,469 57
	<hr/>

SCHOOL NO. 14.—J. L. BOTHWELL, *Principal*.

Teachers' salaries.....	\$10,678 65
Repairs	1,147 24
Text-books and stationery.....	28 32
Heaters and stoves.....	43 91
Fuel.....	69 25
Cleaning school-house, making fires, etc.....	329 16
Supplies	160 70
Gas and water.....	15 00
School furniture.....	74 00
	<hr/>
	\$12,546 23
	<hr/> <hr/>

SCHOOL NO. 15.—LEVI CASS, *Principal*.

Teachers' salaries.....	\$10,891 31
Repairs	628 81
Text-books and stationery.....	100 59
Heaters and stoves.....	97 63
Fuel.....	54 50
Cleaning school-house, making fires, etc.....	690 00
Supplies.....	166 48
Gas and water.....	24 25
	<hr/>
	\$12,653 57
	<hr/> <hr/>

SCHOOL NO. 16.—ELEANOR F. DICKSON, *Principal*.

Teachers' salaries.....	\$949 99
Repairs	28 39
Text-books and stationery.....	6 95
Heaters and stoves	19 30
Fuel.....	1 56
Cleaning school-house, making fires, etc.....	114 56
Supplies	31 71
	<hr/>
	\$1,152 46
	<hr/> <hr/>

SCHOOL No. 17.—CHARLES A. WHITE, *Principal*.

Teachers' salaries.....	\$4,469 17
Repairs	138 70
Text-books and stationery.....	20 90
Fuel	1 56
Cleaning school-house, making fires, etc.....	264 56
Supplies	81 06
Gas and water.....	5 50
Heaters and stoves.....	21 88
	<hr/>
	\$5,003 33
	<hr/>

SCHOOL No. 18.—JOSEPHINE CLEMENT, *Principal*.

Teachers' salaries.....	\$1,552 25
Repairs	47 92
Text-books and stationery.....	8 49
Heaters and stoves	19 49
Fuel	7 82
Cleaning school-house, making fires, etc.....	114 56
Supplies.....	60 97
	<hr/>
	\$1,811 50
	<hr/>

SCHOOL No. 19.—MARY A. SIMPSON, *Principal*.

Teachers' salaries.....	\$2,134 16
Repairs	348 77
Text-books and stationery.....	6 93
Cleaning school-house, making fires, etc.....	80 83
Supplies.....	59 57
Heaters and stoves.....	45 50
	<hr/>
	\$2,675 76
	<hr/>

SCHOOL No. 20.—E. H. TORREY, *Principal*.

Teachers' salaries.....	\$4,510 62
Repairs	433 05
Text-books and stationery.....	241 73
Heaters and stoves.....	71 65
Fuel.....	277 50
Cleaning school-house, making fires, etc.....	261 59
Supplies.....	195 20
Gas and water.....	70 00
School furniture	30 00
	<hr/>
	\$6,091 34

SCHOOL No. 21.—A. F. ONDERDONK, *Principal*.

Teachers' salaries.....	\$7,870 82
Repairs	416 96
Text-books and stationery.....	88 42
Heaters and stoves.....	16 42
Fuel.....	9 37
Cleaning school-house, making fires, etc.....	317 50
Supplies.....	116 36
School furniture.....	4 75
	<hr/>
	\$8,840 60

SCHOOL No. 22.—JENNIE A. UTTER, *Principal*.

Teachers' salaries.....	\$4,354 04
Repairs	550 42
Text-books and stationery	34 34
Heaters and stoves.....	28 63
Fuel.....	34 06
Cleaning school-house, making fires, etc.....	264 56
Supplies.....	46 55
Miscellaneous expenses.....	4 50
	<hr/>
	\$5,317 10

SCHOOL NO. 23.—ELIZABETH McCARTY, *Principal*.

Teachers' salaries.....	\$2,175 00
Repairs	273 54
Text-books and stationery.....	55 69
Heaters and stoves.....	30 10
Cleaning school-house, making fires, etc.....	114 56
Supplies	46 55
Miscellaneous expenses.....	14 50
	<hr/>
	\$2,709 94
	<hr/> <hr/>

SCHOOL NO. 24.—JENNIE HEPINSTALL, *Principal*.

Teachers' salaries.....	\$6,765 54
Repairs	128 05
Text-books and stationery.....	33 29
Fuel.....	77 82
Cleaning school-house, making fires, etc.....	264 56
Supplies.....	102 72
Gas and water.....	2 75
Printing.....	35 90
	<hr/>
	\$7,409 93
	<hr/> <hr/>

SCHOOL NO. 25.—MARY L. HOTALING, *Principal*.

Teachers' salaries.....	\$2,672 90
Repairs	98 65
Text-books and stationery.....	14 55
Heaters and stoves.....	53 60
Fuel.....	65 81
Cleaning school-house, making fires, etc.....	239 60
Supplies	56 21
	<hr/>
	\$3,201 32
	<hr/> <hr/>

HIGH SCHOOL.—JOHN E. BRADLEY, *Principal*.

Teachers' salaries.....	\$17,942 75
Repairs	1,113 65
Text-books and stationery.....	1,977 62
Heaters and stoves.....	68 13
School apparatus.....	92 85
School furniture.....	162 47
Fuel	300 50
Cleaning, making fires and janitor's salary.....	1,200 00
Miscellaneous expenses.....	219 28
Supplies.....	131 16
Blank books, printing and advertising.....	295 54
Gas and water.....	432 25
	<hr/>
	\$23,936 20

Credit.

Amount received from literature fund through the Regents of the University	\$2,603 86
Amount received from pupils for use of books, etc.....	1,071 00
Amount received for tuition of non- resident pupils.....	646 08
	<hr/>
	4,320 94
Net expenses of High School.....	<hr/>
	\$19,615 26

OFFICE OF THE BOARD.

Salary of superintendent and secretary.....	\$2,500 16
Blank books, printing and advertising.....	1,219 82
Miscellaneous expenses, medals, etc.....	645 50
Repairs	31 26
Supplies	81 93
Text-books and stationery.....	34 91
Clerk hire.....	300 00
	<hr/>
	\$4,813 58

MISCELLANEOUS.

Salary of superintendent of buildings.....	\$1,500 00
Salary of music teacher.....	1,485 00
Salary of teacher of drawing.....	1,200 00
Library of the schools (salary, \$500 ; printing and books, \$501.53).....	1,001 53
	<hr/>
	\$5,186 53
	<hr/>

SCHOOL BUILDINGS.

School-house No. 8.....	\$8,591 48
School-house No. 20.....	9,047 68
	<hr/>
	\$17,639 16
	<hr/>

ALTERATION OF SCHOOL-HOUSES.

School-house No. 24.....	\$1,032 30
	<hr/>

RECAPITULATION.

Debit.

To cash on hand September 1, 1880.....	\$76,782 12
To receipts.....	204,444 15
To supplies on hand, as per inventory, September 1, 1880	612 93
To text-books on hand, as per inventory, September 1, 1880.....	295 74
	<hr/>
	\$282,134 94
	<hr/>

Credit.

By expenses of School No. 1.....	\$3,718 40
By expenses of School No. 2.....	4,709 75
By expenses of School No. 3.....	2,170 51
By expenses of School No. 4.....	2,589 33
By expenses of School No. 5.....	4,932 39
By expenses of School No. 6.....	9,708 18
	<hr/>
Carried forward	\$27,828 56

BOARD OF PUBLIC INSTRUCTION.

21

Brought forward.....	\$27,828 56
By expenses of School No. 7.....	4,930 77
By expenses of School No. 8.....	5,483 33
By expenses of School No. 9.....	2,217 95
By expenses of School No. 10.....	5,193 32
By expenses of School No. 11.....	9,464 02
By expenses of School No. 12.....	10,386 80
By expenses of School No. 13.....	7,469 57
By expenses of School No. 14.....	12,546 23
By expenses of School No. 15.....	12,653 57
By expenses of School No. 16.....	1,152 46
By expenses of School No. 17.....	5,003 33
By expenses of School No. 18.....	1,811 50
By expenses of School No. 19.....	2,675 76
By expenses of School No. 20.....	6,091 34
By expenses of School No. 21.....	8,840 60
By expenses of School No. 22.....	5,317 10
By expenses of School No. 23.....	2,709 94
By expenses of School No. 24.....	7,409 93
By expenses of School No. 25.....	3,201 32
By expenses of High School.....	23,936 20
By expenses of office, salary of superintendent, clerk, printing, etc.....	4,813 58
By salary of Superintendent of Buildings.....	1,500 00
By salary of music teacher.....	1,485 00
By salary of teacher of drawing.....	1,200 00
By library of the public schools.....	1,001 53
By school-house No. 8.....	8,591 48
By school-house No. 20.....	9,047 68
By alterations to school-house.....	1,032 30
By text-books on hand August 31, 1881, as per in- ventory.....	263 89
By supplies on hand August 31, 1881, as per in- ventory.....	761 14
By cash on hand August 31, 1881.....	86,114 74
	<u>\$282,134 94</u>

COST OF TUITION PER PUPIL.

Based on teachers' salaries and registered number	\$10 29
“ “ “ average number belonging,	14 77
“ total expenditure and registered number	13 96
“ “ “ average number belonging,	20 06

TABLE

Showing the Location of the different Schools and the estimated Value of the Lots and Buildings.

SCHOOL.	Location of School.	Estimated value of lot.	Estimated value of buildings.
High	Eagle street corner Steuben and Columbia streets	\$25,000	\$130,000
No. 1	310 South Pearl street	3,000	8,000
2	218 State street	10,000	8,000
3	7 Van Tromp street	2,000	8,000
4	55 Union street.	1,000	8,000
5	172 North Pearl street	3,000	8,000
6	105 Second street	6,000	25,000
7	56 Canal street.	1,000	8,000
8	157 Madison avenue	7,000	18,000
9	Corner South Ferry and Dallius streets	2,000	8,000
10	132 Washington avenue.	12,000	8,000
11	409 Madison avenue	10,000	40,000
12	Corner of Washington avenue and Robin street,	20,000	30,000
13	Corner Broadway and Lawrence street.	8,000	30,000
14	70 Trinity place	6,000	30,000
15	Corner of Herkimer and Franklin streets.	10,000	60,000
16	203 Hudson avenue	4,000	3,000
17	Corner Second avenue and Stephen street	3,000	15,000
18 .. .	Madison avenue corner of Western avenue	5,000	3,500
19	54 Canal street.	1,000	4,000
20	Corner North Pearl and North Second streets,	2,000	20,000
21	658 Clinton avenue	6,000	30,000
22	Second street, west of Lexington avenue.	4,000	20,000
23	140 Second street	2,000	3,000
24	417 Madison avenue	8,000	30,000
25	Morton street between Hawk and Swan streets,	3,000	20,000
		\$164,000	\$573,500
Total value of lots			\$164,000
Total value of buildings			573,500
Total value of buildings and lots			\$737,500

ANNUAL REPORT
OF THE
COMMITTEE ON EXAMINATIONS.

ALBANY, *May* 16, 1881.

To the Board of Public Instruction :

The Committee on Examinations, in conformity with the rule of the Board, respectfully submit this, their annual report.

Examinations, both oral and written, have been held in all the schools. The examinations of all the departments except the senior departments in the grammar schools, have been under the supervision of the Superintendent, whose annual report will give the details. There have been five written examinations of the senior classes in the grammar schools, the results of which are highly gratifying to the committee under whose direction they have been held. The committee would express their conviction that the schools fully maintain their high position in respect to scholarship, and the results obtained show that the teachers as a whole are very competent, industrious and zealous. While it cannot be expected that those schools which are unfavorably situated in respect to location or school accommodations should present results equal to others more highly favored in these particulars, yet an examination of the figures will show that even those schools laboring under the most disadvantageous conditions have done so well as to make it probable that the teachers have sought by increased zeal and extra labor to make up for the want of convenient school arrangements and the irregular attendance of scholars.

The committee have added penmanship to the list of studies to

be reported. They did this from a conviction that this branch did not receive the attention which its importance demanded. The principals, however, declare that it was not that they were insensible to the value of good writing that better results were not obtained, but because so many studies are required in the senior classes that all cannot receive the time and attention which it would be desirable to give them. When drawing was introduced into the schools it was thought necessary to give part of the time previously given to penmanship, to that study and consequently penmanship has suffered somewhat. This is an unfortunate result, and it is hoped that in future it will be found possible to give drawing sufficient attention, without encroaching upon the time to be devoted to the more important art.

Four exhibitions have been held this year, one under the auspices and direction of each sub-committee. They have all been crowded, part of them very uncomfortably so, with audiences representing partially the relatives and adult friends of the scholars, but to a still larger extent their juvenile acquaintances and comrades. When these annual exhibitions were first held, it was probably with a view to the establishment of a stronger interest in the public schools on the part of the citizens, by exercises calculated to interest and entertain a miscellaneous audience. It may also have been expected that the pupils would feel more strongly attached to the schools by being permitted occasionally to participate in these pleasant exercises. For many years these exhibitions were continued, substantially in the same manner, until in the year 1879 it was determined to hold four exhibitions in the chapel of the High School, in place of one in a public hall, in the hope that a larger number of the parents and friends of the pupils would be able to gain admittance, and that the very considerable expense attending the exercises would be diminished. For two years this experiment has been tried. It is quite doubtful whether anything has been gained by the change, and it is clearly manifest that some, if not a majority, of the members are of opinion that the entire system might be abolished with advantage to the

schools. While it is very desirable that all proper means should be adopted to maintain and increase the interest of the people in our public schools, it is questionable whether our exhibitions on the whole do much in furtherance of such a laudable purpose. The time required in the different schools to prepare for these entertainments is very much greater than most persons imagine, and it may properly be a subject of serious consideration whether the time thus spent might not be more advantageously occupied in the more solid and regular work of the study room.

The results obtained at the five examinations of the senior classes will be found in tabulated form at the close of this report.

TABLE.

SCHOOLS.	Average No. pupils from whom reports were required.	Average of five examinations in :						
		Arithmetic.	Grammar.	Geography.	History.	Spelling.	Penmanship.	General average.
No. 2.....	15	84.84	86.54	88.92	89.16	86.6	86.52	87.43
5.....	12	75.28	79.64	87.54	90.32	87.16	83.26	83.87
6.....	36	82.64	79.09	86.1	92.	88.5	85.02	85.39
7.....	10	78.88	81.18	85.74	89.28	90.	79.58	81.03
8.....	15	75.94	80.	85.22	90.02	86.78	82.3	83.86
10.....	15	71.32	77.3	84.46	83.44	85.1	82.84	80.74
11.....	50	85.12	84.56	89.02	91.18	90.88	86.8	87.93
12.....	23	86.4	82.54	90.7	91.66	86.64	85.36	87.22
13.....	12	69.38	73.78	75.74	77.72	83.1	82.01	76.96
14.....	26	77.08	82.04	84.6	87.66	81.12	77.38	81.64
15.....	50	80.94	82.72	86.84	92.74	87.98	78.58	85.02
20.....	10	69.62	73.8	86.18	79.74	86.32	78.5	78.99
21.....	17	82.44	76.26	89.26	85.3	80.74	80.84	84.14

GEO. B. HOYT,
A. S. DRAPER,
L. T. MORRILL,
JOHN H. LYNCH.

SPECIMEN EXAMINATION PAPERS.

 JUNE, 1881.

DICTATION EXERCISES.

FIRST YEAR—FIRST SEMESTER.

SPELLING.

1. A man can see.
2. The box has a lid.
3. The fox runs on the hill.
4. The hot sun is up.
5. Can the kid jump?
6. Ann and Max ran to the nest.
7. It is fun for dogs.
8. Can the ox see the cat?
9. Max and I skip to the eggs.
10. Can I dig the pit?

(Tell the pupils that they must write in sentences. Dictate slowly. One credit for the spelling of each word, and one credit each for capitals and punctuation of each sentence.)

NUMBER.

1. Write 7, 9, 8, 4 and 10, in Roman numerals.
2. Write by two's from one to 10.
3. Add $\begin{cases} 2 & 1 & 3 & 1 & 7 & 1 & 2 & 9 & 3 & 6 \\ 4 & 5 & 2 & 6 & 2 & 4 & 8 & 2 & 1 & 2 \end{cases}$
4. Take 2 from 9, 6 from 8, 3 from 4, 5 from 7.
5. One boy has 4 sticks of candy; another 2. How many have both?
6. John has 7 cents and spends 2. How many has he left?
7. Jennie had a ten cent piece. She spent two cents each for an apple, an orange, a pencil and a sponge. How many cents had she left?
8. $2 + 1 + 2 + 1 + 2 + 2 = ?$
9. Robbie had 2 marbles; found 2 more; won 2 more and was given 2 more. How many had he then?
10. Require each pupil to make 4, 6 and 8 straight marks on his slate.

FIRST YEAR—SECOND SEMESTER.

SPELLING.

1. The chicks look at the hen.
2. My dog will lap milk in the pan.
3. We will ride home on the horse.
4. The fish is a cod.
5. The red cow has a face and two eyes.
6. Frank and his dog run with the new kite.
7. Kate and Ann have four dolls.
8. Has a bird six legs?
9. No; but the bee has.
10. Will Ella get a pair of boots for the boy?

(Tell the pupils that they must write in sentences. Dictate slowly. One credit for the spelling of each word, and one credit each for capitals and punctuation of each sentence.)

NUMBER.

1. Write by two's from 15 to 31.
2. Write by three's from 9 to 45.
3. Add 3, 2, 2, 3, 2, 1, 3, 2.
4. Add 21, 12, 31, 13, 11.
5. James, John and Willie had three dogs each. How many dogs were there?
6. Mary had 8 cakes and gave 3 away. How many had she left?
7. Take 4 from 7, 8 from 10, 5 from 8.
8. Jennie had 20 cents. She spent 3 for candy, 3 for apples, 3 for nuts, 3 for an orange, 3 for a banana, and 2 for a cake. How many had she left?
9. Add 3, 2, 3, 2, 1, 3, 2, 3, 2, 3, 2, 1, 3.
10. Henry had 7 marbles; he won 3, and then lost 2. How many had he then?

SECOND YEAR—FIRST SEMESTER.

SPELLING.

1. The girls talk of things they hear at school.
 2. The boys play in the morning on warm days.
 3. This is the month of June.
 4. Harry and Mary and Kate are very good friends.
 5. Annie has a pretty white and black lamb.
 6. Apples make nice pies.
 7. Pull the cat's tail gently.
 8. Will not bad dogs growl and bite?
 9. Take your dear little sister on your knee.
 10. The duck and the drake walk on the thin ice.
- (Dictate slowly. One credit for the spelling of each word, and one credit each for capitals and punctuation of each sentence.)

NUMBER.

1. Write by 4's from 12 to 52.
2. Write by 5's from 16 to 61.
3. Write 17, 19, 24, 30, 46, 58, 63 and 70 in Roman numerals.
4. Add 2, 5, 7, 6, 4, 3, 2, 4.
5. Add 5, 7, 8, 9, 3, 4, 6, 3, 2, 5, 3.
6. Add 245, 367, 89, 573, 28.
7. Paid 9 cents for bread, 8 for cheese and 7 for sugar. Had 25 cents. How many cents left?
8. In a school were 6 classes, 32 scholars in one, 44 in the second, 56 in the third, 54 in the fourth, 16 in the fifth and 23 in the sixth. How many scholars in the school.
9. If there were 8 rows of boys, and 7 boys in each row, how many boys in all?
10. Take 4 from 9, 3 from 8, 5 from 9, 6 from 10.

SECOND YEAR—SECOND SEMESTER.

SPELLING.

1. Frank did not strike the turkey.
2. The peacock and the hawk are angry.
3. The roar which Ned gave was heard through two doors.
4. Was not May a wise girl?
5. The large chair was in the kitchen.
7. A pear and a strawberry taste good when ripe.
8. The golden oranges grow in the warm south.
9. The trees, flowers, fruits, beasts and birds may be seen in the fields.
10. Ponies can gallop; and eat biscuit when they can get them.

(Dictate slowly. One credit for the spelling of each word, and one credit each for capitals and punctuation of each sentence.)

NUMBER.

1. Write 54, 63, 95, 87 in Roman numerals.
2. Write by 6's from 18 to 78.
3. Write by 7's from 3 to 66.
4. Add 9431, 8697, 7452, 3896, 7432, 5785.
5. Add 10056, 6060, 4400, 7077, 969.
6. A man paid \$7,845 for a house, \$546 for repairs, \$781 for paving, and had \$2,834 left. How much had he at first?
7. Paid 36 cents for paper, 42 for pens and 18 for pencils. Had 99 cents. How many cents were left?
8. $9467 - 5325 = ?$
9. $(9567 + 783 + 175 + 538 + 8704) - 3534$.
10. There were 12 houses in one block. In each lived 17 persons. How many persons in the block?

THIRD YEAR—FIRST SEMESTER.

SPELLING.

1. Gertrude stood at the window looking on the sea. 2. It was Christmas.
3. The sun shone like gold on the waves. 4. The little boats danced merrily on the water. 5. There were no pretty flowers on that sandy shore. 6. A few white shells and rough star fishes had been thrown on the beach by the ocean.
7. Gertrude's cousin Jenny came up to the window, and showed her six bright, gold dollars, which she held in her hand. 8. They were the gift of her uncle.
9. Gertrude showed her cousin her own presents. 10. They were nearly all books, filled with pictures and pleasant stories.

(Dictate slowly: One credit for the spelling of each word and one credit each for capitals and punctuation.)

NUMBER.

1. Write 8's from 31 to 95. 2. Write by 9's from 27 to 126.
3. Write in Roman numerals 249, 564, 875, 990.
4. $45682 - 38649 = ?$ 5. $90900 - 222 = ?$
6. Bought of B. Smiley, various articles at the following respective prices. 85, 76, 49, 75, 55, 95, 88, and 92 cents. Gave a \$10.00 bill in payment: How much change was received?
7. In a school were 8 rooms; in each room 56 scholars. How many in all?
8. Paid \$195 for a horse, \$75 for a wagon. Sold both for \$300. How much gained or lost?
9. A farmer had 278 sheep and bought 325 more. He then sold 362. How many had he left?
10. A man bought a lot of dry goods for \$3,237 and sold them for \$2,869. How much did he gain or lose?

THIRD YEAR—SECOND SEMESTER.

GEOGRAPHY.

(Dictate or write the questions on the blackboard.)

1. Name two streets which are parallel and which cross State street.
2. In what direction does State street run?
3. Locate the post-office.
4. In which direction is the new Capitol from your school?
5. Name three wild animals which live in hot countries.
6. Name three wild animals which live in cold countries.
7. Where does tea grow?
8. Where does coffee grow?
9. Where does sugar grow?
10. Name an animal, a vegetable and a mineral.
11. Name the city, county and State in which you live.
12. Name the capital of the United States.

LANGUAGE.

1. Write in full, your name and residence.
2. Write the name of a thing that you wear.
3. Write the name of a place.
4. Write the Christian name of a person.
- 5-7. Write a declarative sentence about each of the three things you have just named.
8. Write an interrogative sentence about a domestic animal.
Correct the following :
9. The birds is building their nests.
10. This here book is mine.
11. Do he go to school.
12. greenbush is on the hudson.

FOURTH YEAR—FIRST SEMESTER.**GEOGRAPHY.**

(Dictate these questions or write them on the blackboard:)

1. What is a lake ? Name one.
2. State one difference between a lake and a sea.
3. What is a peninsula ? Name one.
4. What may you learn about by studying Geography ?
5. What is the horizon ?
6. In which direction from Albany is Troy ? New York City ?
7. How does the Equator divide the earth ?
8. What part of the earth is the hottest ? the coldest ?
9. In what direction does the earth move ?
10. How many and what motions has the earth ?

LANGUAGE.

1. Write in full the names of your parents or guardians ?
2. State which of the names you have written are Christian, and which surnames.
- 3-5. Write two declarative sentences and one interrogative sentence about any book which you have read.
Correct the following :
6. He didn't do nothing.
7. I knowed John done it.
8. The Lion is found in africa.
9. He roars terrible.
10. When i had went home, it was too late.
Fill out the blanks below :

11. The.....wind.....fiercely.
12.children kill.....birds.
13. The rain falls.....
14. Where is Jennie? Ans.
15. Whose kitten is this? Ans.

FOURTH YEAR—SECOND SEMESTER.

GEOGRAPHY.

(Dictate these questions or write them on the blackboard :)

1. Where are plants and animals most numerous ?
- 3-4. Name three tropical fruits.
- 5-7. Name three kinds of trees which grow in temperate climates.
- 8-12. Name the five races of men.
13. What three races are found in North America ?
- 14-15. Name the grand divisions of the Western Hemisphere.
- 16-19. Name the grand divisions of the Eastern Hemisphere.
20. Name three large rivers of North America.

LANGUAGE.

1. Write a declarative sentence containing an adjective.
2. Write a declarative sentence containing an adverb.
3. Change to interrogative sentences both the sentences you have just written.

Correct the following :

4. Him and her went.
5. Between you and I.
6. It was her.
7. may i go home.
- 8-40. Tell the fable of the Dog and the Piece of Meat to the class and have each scholar reproduce it.

(Deduct one for each error in capitalization, spelling, grammar and use of period or interrogation point.)

40 credits.

FIFTH YEAR—FIRST SEMESTER.

GEOGRAPHY.

- 1-3. Into what three sections are the United States divided by mountain systems ?
- 4-6. What three races of men represented in the U. S. ?
7. Of whom is the Congress of the U. S. composed ?
8. What is the duty of Congress ?
9. Wherein does a Territory differ from a State ?

10. Why is New York called the Empire State?
11. What are the chief products of New Jersey?
12. Wherein is New Jersey fortunately situated so as to make these products profitable?
- 13-15. Name three rivers of New York State?
- 16-18. Name three cities of New York State west of Albany.
- 19-20. Describe the Susquehanna river (give source, general direction and outlet).

LANGUAGE.

1. Write a sentence containing the name of a person, a place and an object.
2. Write a declarative sentence containing a noun, an adjective and an adverb.
3. Change No 2 to an interrogative sentence. []
Correct the following :
The flowers smells sweet.
There was ten men present.
Me and John went home.
Taint no use trying.
4. Write a letter to your teacher giving your opinion of the study of Geography. At least six sentences. Address and signature in full.
(25 credits.)

FIFTH YEAR—SECOND SEMESTER.

GEOGRAPHY.

(These questions to be written on the blackboard.)

1. Name four States on the Gulf of Mexico.
2. What is the chief product of Louisiana?
3. Name the chief sea port of Georgia.
- 4-7. Name the States which border on Lake Michigan.
- 8-10. Name three rivers of the Central States which flow into the Mississippi.
- 11-14. Locate St. Louis, Cincinnati, St. Paul.
- 15-17. What States and territory border on the Pacific ocean?
- 18-19. Which State has the largest area? Which is next largest?
- 20-21. Name two capes on the Pacific coast of the U. S.
- 22-25. What States and territories border on Mexico?

LANGUAGE.

- 1-3. Write three sentences describing what you have observed in the street.
Give the name of the street or streets.

- 4-9. Correct the following :

The dutch language is spoken in Holland.

Has the girls all gone?

He don't know nothin' about it.

He wasn't there, I don't think.

He hadn't ought to done it.

Was it him?

- 10-33. Write a letter to A. T. Stewart & Co., of New York city, ordering at least six different articles and quantities of dry goods. Address and signature in proper form.

(Deduct one credit for each error in capitalization, spelling, grammar and punctuation.)

SIXTH YEAR—FIRST SEMESTER.

LANGUAGE.

1. Write a simple declarative sentence.
2. Underscore the subject and predicate of the sentence you have just written.
3. Write a simple interrogative sentence.
4. Underscore as before.
- 5-7. Write a sentence containing a noun in the possessive case; the subject modified by an adjective and the predicate modified by a prepositional phrase.
- 8-13. Correct the following :

Betsey and me were out.

Them are the books which we wanted.

Those kind of horses is fast.

Mary sings sweet.

Miss Smith looks beautifully.

Womens hats do not differ much from mens.
- 14-25. Write a letter acknowledging the receipt of a check for \$25 in payment of an account. Address and subscription to be in proper form.
(One credit to be deducted for each error.).

SIXTH YEAR—SECOND SEMESTER.

LANGUAGE.

- 1-4. Slowly and sadly we laid him down.

Write the subject of the sentence.

Write the predicate.

Write the complete predicate.

Write the modifiers of the predicate.
5. Write the plural of fox, sky, knife.
6. Write the feminine corresponding to lion, boy, man.

7-12. Correct the following :

I don't know nothing about it.
Between you and I he is a simpleton.
Who did you give the apple to ?
The dog it ran away.
When will James go to Nova Scotia ?
These are Christians.

13-33. The teacher will repeat to the class two or three times the fable of the Fox and the Stork. The scholars will then reproduce the story from memory in not less than ten lines of foolscap.

(Deduct one credit for each error.)

SEVENTH YEAR—FIRST SEMESTER.

LANGUAGE.

1-7. Edison, the inventor of the telephone, lives in New York.

Analyze, giving class, simple subj., simple pred., modifiers or adjuncts of the subj., the complete subj., modifiers or adjuncts of the pred. and the complete pred.

8-10. Write a simple interrogative sentence containing a noun in the plural number and possessive case.

Correct the following :

11-17. Who has got a pencil ?

Jane and Sarah was twins.

The Legislature have adjourned.

Them apples tastes sweetly.

I like those sort of people.

Which is the oldest, John or James ?

Men and women's garments are sold here.

18-33. Write a composition on "Cats and Dogs," of not less than fifteen lines of foolscap.

(16 credits for a perfect exercise. Deduct one for each error.)

SEVENTH YEAR—SECOND SEMESTER.

LANGUAGE.

1-7. The great, heavy, iron bar fell on the unfortunate man, killing him instantly.

Analyze the above, giving class, subjects, simple and complete, predicates, simple and complete, and modifiers or adjuncts.

8. Write the adjectives in above sentence.

9. Write the adverbs in above sentence.

10. How many degrees of comparison have adjectives ? Name them.

11. Compare "rich."
 12. Compare "skillful."
 13. Compare "many."
 - 14-30. Write a composition on "Summer," containing not less than twenty lines of foolscap.
- (20 credits for a perfect exercise. Deduct one for each error.)

EIGHTH YEAR—FIRST SEMESTER.

LANGUAGE.

Exercise.

The few Indians now left in New England live in towns and have churches and schools. But some of them still rove about, selling baskets and bead-work. Their baskets are made of ashwood, which they color with bark and roots.

1. Select the nouns, adjectives, verbs and adverbs in the above exercise, and arrange them in columns, thus :

NOUNS.	ADJECTIVES.	VERBS.	ADVERBS.

2. Name the proper nouns in the exercise.
 3. Name the qualifying adjectives in the exercise.
 4. Analyze the last sentence, giving class, subjects and predicates, and the modifiers of both.
 5. Correct the following :

He would have went with you.
They seen the danger.
Hain't he gone yet ?
Is j. e. Clark a studious boy.
 6. Write the plurals of calf, hero, wife, wharf.
 7. Write sentences using correctly the verbs *sit, set, lie, lay, rise* and *raise*.
 8. Write a composition of not less than fifteen lines of foolscap on "Washington Park."
- (25 credits for the composition—deduct one credit for each error.)

EIGHTH YEAR—SECOND SEMESTER.

LANGUAGE.

- 1-8. The broad river is as deep as the rugged mountains are high.
Analyze by giving class, subjects and predicates and their modifiers.
- 9-14. Write the plurals of *chimney, money, sheep, child, valley, berry, ox*.

15-19. Correct the following :

Between you and I, all is not right.

James, he run and the cow she run.

Who was you speaking to ?

Has any one a pencil they will lend me ?

On the Banks of the hudson, near where i live, is a small Village.

21-40. Write a composition of not less than twenty-five lines on either "Mountains," "Railroads" or "Vacation."

(21 credits for a perfect exercise. Deduct one for each error.)

SEVENTH YEAR—SECOND SEMESTER.

MUSIC.

1. How many flats has the key of E flat ?
2. What letters are made flat in the key of E flat ?
3. How many flats has the key of B flat ?
4. What letters are made flat in the key of B flat ?
5. What key has four sharps ?
6. What letters are made sharp in the key that has four sharps ?
7. How many sharps has the key of A ?
8. What letters are made sharp in the key of A ?
9. How does a sharp affect a note ?
10. How does a flat affect a note ?
11. How does a natural affect a note ?
12. How does a dot affect a note ?
13. What dotted note is equal in value to three quarter notes ?
14. What are rests ?
15. Which way is the top of a quarter note rest turned ?
16. Where is the whole note rest placed ?
17. What is meant by key note ?
18. What one note will fill the measure in $\frac{6}{8}$ time ?
19. How do you beat $\frac{6}{8}$ time ?
20. * Make a drawing of the staff. Write an exercise in $\frac{2}{4}$ time in the key of G, making use of not less than three kinds of notes. The exercise to be four measures in length, to begin with the fifth of the scale and to end with the key note.

EIGHTH YEAR—SECOND SEMESTER.

MUSIC.

1. What is meant by key or key note ?
2. What are accidentals ?
3. How many flats has the key of A flat ?

*(10 credits.)

4. What letters are made flat in the key of A flat?
5. How many sharps has the key of B natural?
6. What letters are made flat in the key of E flat?
7. What is meant by *signature*?
8. How does a sharp affect a note?
9. How does a flat affect a note?
10. What effect has a dot when placed after a note?
11. How many sixteenth notes is a dotted half note equal to?
12. Where is a slur placed?
13. Where is a tie placed?
14. What is the effect of a *hold* or *pause*?
15. How is *six-eight* time beaten?
16. What two notes of *equal* length will fill the measure in *six-eight* time?
17. What *one* note will fill the measure in *three-four* time?
18. What are rests?
19. Where is the whole note rest placed?
20. * Make a drawing of the staff. Write an exercise in *four-four* time in the key of A natural, making use of not less than three kinds of notes. The exercise to be four measures in length and to end with the key note.

NINTH YEAR—SECOND SEMESTER.

MUSIC.

1. What key has six sharps?
2. What key has five flats?
3. Of how many whole tones and half tones does the diatonic scale consist?
4. Where do the half tones appear in the key of B natural?
5. How is the chromatic scale formed?
6. Form a chromatic scale ascending from C.
7. Form the chromatic scale descending from C.
8. What is meant by key or key note?
9. What does the abbreviation ff. stand for?
10. What does the abbreviation m. stand for?
11. What are accidentals?
12. What is meant by *signature*?
13. What syllable is given to sharp *four*?
14. What syllable is given to flat *six*?
15. * Make a drawing of the staff and write an exercise in the key of B flat in *three-four* time consisting of eight measures, using the dot (.) in at least two of the measures; the exercise to begin upon the fifth of the scale and to end with the key note.
16. Where is the relative minor of any major key found?
17. With what syllable does the diatonic scale begin?

* (10 credits.)

18. With what syllable does the minor scale begin?
19. What is the relative minor of A natural?
20. What is the relative minor of E flat?

SEVENTH YEAR.

DRAWING EXAMINATION.

1. What are the centres of an ellipse called?
2. What lines bound a quadrant?
3. Which is the more beautiful, a circle or an ellipse?
4. What is the difference between a circular curve and an ovoid curve?
5. Is a reversed curve a compound curve?
6. Make a compound curve which is not a reversed curve.
7. How would you draw an octagon in a square?
8. Dictate an oblong.
9. Draw a trapezoid.
10. Do the diameters of an oval mutually bisect?

EIGHTH YEAR.

DRAWING EXAMINATION.

1. How many axes of symmetry has every regular figure?
2. Is a trapezium a regular figure?
3. Where do the diameters of a circle cross?
4. When are curves abstract?
5. What is a surface?
6. What surface is convex?
7. Dictate an oblong.
8. What is the difference between plane and concave?
9. Is a circle a line or a space?
10. Name all the triangles.

NINTH YEAR — (Instrumental).

DRAWING EXAMINATION.

1. Draw a straight line two and one-half inches in length and divide it into seven equal parts.
2. Trisect a right angle.
3. Draw an equilateral triangle.
4. Draw a right angle triangle and inscribe a circle within it.
5. Draw a triangle and circumscribe a circle about it.

* (10 credits.)

NINTH YEAR CLASS.

ARITHMETIC.

1. Subtract $3\frac{1}{100}$ from $35\frac{1}{1000}$.
2. Multiply 8892 by .002453.
3. If $2\frac{1}{2}$ tons of coal cost \$18.75, what will $1\frac{1}{2}$ cwt. cost?
4. A person's weekly expenses are \$9.75. What must be his income to enable him to save \$193 in a year?
5. Divide \$750 among A, B, C and D, so that A shall have $\frac{1}{4}$ of $\frac{1}{4}$ of the sum, B $\frac{1}{4}$ of $\frac{1}{4}$ of the sum, C $\frac{1}{4}$ as much as A and B have together, and D the remainder; how much will each receive?
6. Add $\frac{5}{11}$ of a lb. Troy to $\frac{1}{11}$ of a lb. Avoirdupois, and give the result in integers, Troy weight.
7. Give the result of the same in Avoirdupois weight.
8. If 257 lbs. tea cost £34 16s. 0 $\frac{1}{2}$ d., what is that per lb.?
9. What decimal of a lb., Troy, is $\frac{1}{2}$ of a pwt.?
10. A can dig a certain ditch in 3 days, B can do the same in 4 days, and C in 5 days. In how many days will they do it, working together?
11. A man starts at 6 o'clock A. M. on May 1, to walk 1,000 miles in 1,000 consecutive hours. When will he have finished his task?
12. A grocer purchased 13 hhd's. of molasses at 70c. per gal., and sold it so as to gain on the whole \$57.33. What was the gain per cent.?
13. A piece of timber is 10 in. by 16 in. in size. What length of it will contain 15 cu. ft.?
14. When 4 per cent. is lost on coffee sold at 12 cents per lb., what was the cost?
15. Supposing that the tax on whisky was 50 cents per gal. and that 10,740,000 gal. were consumed, how much would the revenue be increased or decreased if the tax had been increased 30 per cent. per gal. and the amount consumed decreased 3 per cent.?
16. What interest does a man receive for his money who has purchased 5 per cent. bonds at 112?
17. The income a man receives annually for his investment in $4\frac{1}{2}$ per cent. U. S. bonds is \$1,102.50. What amount of bonds does he hold?
18. At what rate will \$1,000 gain \$150 in 2 years, six months?
19. What will be the interest of \$987.41 from Jan. 6, 1869, to Nov. 10, 1875, at 7 per cent.?
20. What will be the bank discount of \$120.50 for 5 mo. 15 da. at 7 per cent.?

NINTH YEAR CLASS.

GEOGRAPHY.

- 1-3. Name three articles which are prominent in the exports of the West India Islands.
- 4-6. Name three articles which are prominent exports from the U. S. to those islands.

7. In what zone are the most of the West India Islands?
- 8-11. Bound Mexico (four credits.)
- 12-13. Name two peninsulas of Mexico.
- 14-18. Name the five States of Central America.
- 19-21. Name the three principal groups of the West India Islands.
22. Name the two states composing the island of Hayti.
- 23-24. In what zones is South America?
- 25-29. Name the countries of South America bordering on the Pacific Ocean, beginning at the south (omitting Patagonia.)
- 30-33. Capitals of Uruguay, Paraguay, Venezuela and U. S. of Columbia.
34. Which has the greater area, Europe or the U. S.?
- 35-36. Name two great rivers of Europe flowing into the Black Sea.
- 37-38. Two into the Caspian Sea.
- 39-40. Two into the North Sea.
- 41-42. Name two vegetable productions of Russia which are largely exported.
43. Which of the European nations excels in commerce?
44. Which of the European nations excels in manufacture?
- 45-46. What possessions has Great Britain in Europe other than the British Islands?
- 47-50. Capitals of Norway, Spain, Portugal and Greece.

NINTH YEAR CLASS.

GRAMMAR.

1. Define an adjective.
2. Define an adverb.
- 3-5. Give an example of a collective noun, an abstract noun, a verbal or participial noun.
- 6-8. Write the plural of *a*, *9*, penny (piece of money).
- 9-10. Decline in both numbers the noun *boy* and *fly*.
- 11-12. *Having finished* our business, we returned home. Parse the words in Italics (two credits).
13. Give an example by writing a sentence, of a verb in the singular, having two or more subjects.
- "If my friend, whom I have been expecting so long, should call during my absence, ask him to remain until I return."
14. What does the clause, "*whom I have, etc.*," modify?
15. What does "*so long*" modify?
16. What does "*until I return*" modify?
- 17-31. Parse all the verbs in the sentence (three credits for each).

Exercise.

Who, in the *twilight* days of childhood, has not loved a *garret*, with *all* its endless stores of quaint, *cast-off* suggestive antiquity? *What* peepholes and *hiding-places* we made for ourselves *where* we sat rejoicing in our security. *while*

we secretly devoured the delicious pages of some *forbidden* romance which our good aunts had carefully packed *away* at the bottom of *some* ancient chest!

32-42. Give the part of speech of each word in Italics.

Correct the following sentences if, in your opinion, they need correction.

43. Accept of this in the spirit in which I offer it.

44. The phenomena that has just appeared is wonderful.

45. I would like to see you try and do it.

46. This constant censuring others is a bad habit.

47. Who has got my pen?

48. Which house do you live in?

49. Me and John sit together.

50. I do not believe it to be him.

REPORT
OF THE
SUPERINTENDENT OF SCHOOLS.

ALBANY, N. Y., *September 1, 1881.*

To the Board of Public Instruction :

GENTLEMEN — The Superintendent of the schools under your jurisdiction has the honor to submit below his Fourth Annual Report of their progress and general condition.

ATTENDANCE.

The attendance on our schools, though slightly diminished as compared with several previous years, continues satisfactory in character. The total registry for the year was 13976—a decrease of 73. The average membership was 9724—a decrease of 285.

The average attendance was 8986—a decrease of 189. The percentage of attendance, comparing the average attendance with the total enrollment, was sixty-three—two per cent less than last year. The percentage of attendance based upon the average membership was 92—three-tenths of one per cent higher than last year. The decrease in average attendance can be accounted for only by the supposition that more children have either been prevented from attending, or have left school during the year, through the increased opportunities of obtaining employment opened to them during the past two years.

In order to ascertain how much of the decrease was properly attributable to this cause a report has been obtained from each school of the number who left, during the year, for the purpose of entering upon some permanent employment. The total

number reported is 870. Although this is an approximate number—several schools not having an exact record of these cases—yet it is believed to be sufficiently accurate. Having no statistics on this subject, no numerical comparison can be made with previous years. Observant teachers believe that the number reported is much larger than could have been reported in any previous year. Keeping this fact in view it is not difficult to account for the diminution in our attendance. It has been ascertained, through the reports of other cities and villages of this state, that this slight decrease is not local, but general, and that the cause is equally general. The years of business depression showed overcrowded school-rooms, even in the higher grades; while returning prosperity, by opening more widely the avenues to employment, has depleted the schools of large numbers of youth anxious to become self-supporting. While it would not be safe to prophesy concerning the attendance for the next year, it is probable that a normal condition has been reached, and that future changes will be towards an increase.

The handsome percentage of attendance attained last year—namely 92—was maintained this year. The good effects of this high degree of regularity in attendance have been plainly seen in the improved scholarship and general bearing of the attendants on our schools during the year.

SCHOOL CENSUS.

No actual census having been taken since that of June, 1880, there is no means of ascertaining the exact number of children of school age residing in this city. Considering the status of attendance, which has been practically stationary, when compared with last year's, it is believed that no increase has occurred. It is fair, then, to assume that the total number of children of school age, viz., between 5 and 21 years, is about 35,500. Of these 13,976 were attendants upon the public schools, and about 5,000 attended parochial, academic and private schools. From these figures it will be observed that about 60 per cent of the children

of legal school age attended during the year. Of those between 6 and 16 years, upon the basis of the census of 1880, fully 90 per cent were in attendance. The latter figures present more nearly the actual condition, since the number of children in school above 16 and below 6 years of age is comparatively small.

TARDINESS.

The methods used heretofore for the prevention of tardiness, which were fully described in last year's report, were continued with even more decided effectiveness during the year just closed. The previous year, the total number of cases of tardiness was 24277, or one and three-tenths per cent of the average attendance. The past year the total was 12145, or six-tenths of one per cent.

It will be observed that tardiness was reduced fifty per cent. One school, with an average of 194 attendants, reported no cases. Another, with an average of 762, reported but one case. The number of half-day absences increased 3215, or two and six-tenths per cent. Were this increase due wholly to efforts to reduce tardiness, a reduction of over 12000 cases would cause a corresponding increase. It is believed, however, that a large percentage of the half-day absences are avoidable. Efforts will be made to induce parents to cooperate with teachers in bringing this growing evil to a minimum, without increasing the amount of tardiness.

There will always be a difference of opinion as to whether it is better for a scholar to lose a half day's attendance, or to be permitted to be tardy.

In the one case the loss is to the individual; in the other, the whole school suffers. It is well known that before a systematic effort was made to lower the amount of tardiness, many of our schools practically began their sessions from ten to fifteen minutes after the fixed opening hour. This delay, this loss of precious moments, which became enormous when aggregated, was due to a monster of rapid growth which could be bridled and curbed only by the most vigorous measures. To-day, the exercises of

every school begin without the loss of a second of time. Is it not evident that this vast common gain far more than compensates for the individual losses? Believing that it does, and that public sentiment, when well informed upon this subject, will sustain our course, we consider it wise to continue our efforts to hold in check an evil which, if not restrained, will lead to the formation of unpunctual habits in individuals and result in a useless waste of invaluable time. Let the few guilty ones suffer; the innocent many should not be compelled to share their punishment.

TRUANCY.

During the year, 649 cases of truancy were reported. No comparison can be made with past years from lack of complete data. It does not follow that there were 649 truants attending the schools; because the offense of the same truant has been many times repeated, and so has been reported in different monthly reports. This factor being eliminated, the number of truants for the year would probably be reduced below 500. The total number reported equals seven per cent of the average attendance. Now although, absolutely, 649 is a large number, relatively, it is small. When looked upon as a whole, an unpleasant picture is drawn by the imagination, of over five hundred idle truants wandering through streets or lurking in alleys; but when we reflect that the average for each school day is only three, the picture shrinks into comparative insignificance. Nevertheless the daily observation of your Superintendent, while going from school to school, has convinced him that there are many, far too many, children of school age who are either truants or non-attendants upon any school, and who are forming habits of idleness that can have no outcome except in vice and crime. What shall be done for these neglected children? They must be neglected; for very rarely will a child be a truant, when his parents properly watch over and guide him. A bill has been introduced in our Legislature, to establish a State school for truants; but its scope is necessarily confined to such incorrigible truants as the laws of the

State will permit to be committed upon a legal process. The project is a noble one, but is so limited in its scope that its provisions would embrace a few cases only in each locality.

The only practicable remedy that has suggested itself to the writer—and he has given this important matter thoughtful consideration—is to follow the example of a number of the cities of this and neighboring States, and carry out, as far as possible, the provisions of the Compulsory Education Act, by appointing a truant officer or officers, and establishing an ungraded school for the instruction and reformation of truants and neglected children.

No one will hold that our schools proper, with their masses of graded, well-disciplined pupils, should or can be turned into reformatories, or that these pupils should be subjected to the contaminating influences of inveterate truants. A special place must, therefore, be provided, if efforts are to be made to reform the evil under consideration.

The establishment of an ungraded school would not necessitate a new building. School No. 4 has so rapidly diminished in numbers, that the Board has seriously considered the abandonment of the school and the sale of the building. The retention of two teachers in that school—the course finally adopted by the Board—is wholly experimental; and those who have watched carefully the current of events in that portion of the city are convinced that a brief trial of this plan will result in the discontinuance of the school. The building necessary for an ungraded school would then stand ready for use. The teaching force of an ungraded school would be small. Should No. 4 be closed, one additional teacher only would be required. One, or at most two truant officers could perform all the duties required by the Compulsory Act, or by any local regulations which might be adopted. It will be immediately said that all this machinery would add to the cost of the school system. Undoubtedly it would; but no reform of this nature was ever accomplished without expenditure. The question to be considered is, will the result justify the

expense? The determination of this question must be left with the Board.

It should be noted in this connection, that the benefits of an ungraded school would not be confined to truants. Such a school would provide a starting place for neglected children, found on the streets, whose advancement in school work is so incommensurate with their age and physical development as to prevent them from being classified in a regular school. In this ungraded school such scholars could receive individual attention, and could be advanced rapidly to such a condition of scholarship as would permit them to be transferred to and coalesce with graded classes.

Your Superintendent is convinced that this matter, in all its bearings, is worthy of careful consideration and the fullest discussion. He hopes that it will receive due attention at the hands of the Board during the coming year.

ATTENDANCE OF TEACHERS.

The total number of absences of teachers was 657. This number is only four greater than it was the previous year. The total number of days required was 46875, or 459 more than last year. The per cent of absence was $2\frac{1}{8}$, or one-tenth greater than the previous year. The average number of days lost was $2\frac{8}{10}$ —the same as last year. These figures speak volumes for the faithfulness and punctuality of our corps of teachers.

SINGLE SESSIONS.

The subject of single sessions is one that has been much discussed in the past. The advocates of the plan believe that better progress, with less probability of injury to health, will result than is attained under the present system. On the other hand, single sessions would interfere seriously with the domestic arrangements of many families. It seems to the writer that no sufficient expression of public sentiment has been made to determine the real wish of those most directly interested. In an eastern city, the Board of Education has determined that single

sessions may be established whenever the great majority, say nine-tenths, of the parents ask for them. Perhaps such a ruling would be satisfactory in this city. The subject is an important one and worthy of consideration and discussion.

EXAMINATIONS.

Written examinations of every class in the city—except those of the High School, whose frequent written examinations are conducted by its faculty—embracing question-papers on every subject in the course of study, were held at the close of each semester, in the months of January and June.

The results of these examinations, as indicated by the percentages of each class in each subject, have been duly reported by the Principals. After due study of these reports, the following table has been prepared, which, it is believed, presents a correct exhibit of the condition of scholarship in our schools :

TABLE showing the comparative results of the written examinations held in the several schools during the year.

STUDIES.	Excellent.	Good.	Fair.	Bad.	Total classes examined.
Arithmetic	156	92	27	6	281
Geography	122	29	6	3	160
Spelling	205	30	12	..	247
Language	122	36	2	..	160
History	3	18	7	..	28
Penmanship	55	58	9	..	122
Music	270	23	1	..	294
Drawing	215	18	2	..	235
Total	1148	304	66	9	1527

The *excellent* classes exceed those of last year by 386 ; the *good* ones are 266 less, while the *fair* are reduced by 26, and the *bad* by 10.

This increase in the number of meritorious, and decrease in the number of poorly prepared classes, is largely due to greater skill on the part of teachers in adapting their work to the requirements

of the course of study. The improved aptitude of the teachers has necessarily resulted in more accurate scholarship in the pupils.

It will be noticed that the total number of classes examined exceeds those of last year by 84. This increase is due to the classes in penmanship, which have not heretofore been included in these examinations.

The beneficial effects of these examinations were fully set forth in last year's report, and continued experience confirms the conclusion that when supplemented by frequent personal visits, they are far more valuable to a Superintendent than any oral examinations can be. Their additional value in unifying and systematizing the work of the schools, and in forming a basis for regular and impartial promotions, cannot be gainsaid.

By direction of the Board, each school was examined orally once during the year, by the Superintendent in company with the sub-committee in charge of the school, or some member thereof. These examinations were begun November 9th, and were completed February 25th, occupying, in all, 55 school days. During the examination of each school, with but one or two exceptions, the sub-committee was represented by at least one member and in some instances by all. The knowledge obtained by the members of the Board of the system of instruction pursued in the schools, and of the qualifications of the teachers, through these oral examinations, has proved and will prove of great value to them. The intimate acquaintance thus obtained of the workings and the needs of the schools will assist greatly in determining future legislation.

From this point of view the oral examinations have served a useful purpose; but when the fact is noted that, owing to the long period of time necessarily embraced, the space of four months intervened between two visits of the Superintendent to the same school, it is at once evident that his opportunities of supervision were seriously abridged. considerably to the detriment, it is thought, of the effectiveness of the work of many inexperienced

teachers. Again, these oral examinations subject both teachers and scholars to far greater nervous strain than any written one can possibly. The teacher feels that her reputation is at stake, and frequently becomes so wrought up by anxiety, that sickness results from the reaction. Moreover, whoever has seen pupils burst into tears of bitter disappointment at some slight failure, as not infrequently happened during these examinations, will agree that such exhibitions of over-excitement cannot fail to be attended with evil. Upon the whole, there is little doubt of the inutility of these oral examinations. That an established custom of members of the Board informally visiting the schools and observing their daily work would prove mutually beneficial goes without saying, and it is hoped that members will overcome the natural diffidence they may feel in first making these visits, and will encourage both teachers and pupils by frequent calls. It is suggested that new members, who are as yet unfamiliar with the schools under their special charge, make formal and complete examinations of their schools, assisted by the Superintendent, and that the older members, who are already quite conversant with the character and standing of the schools and teachers, pay more frequent, informal visits of observation. Of course, the Superintendent holds himself in readiness to accompany any member of the Board, at any time, on an official visit ; but it is believed that the plan above suggested will accomplish all that is desired by the Board, and will not interfere with the Superintendent's regular supervisory work, nor be attended with the unpleasant features above described.

During the year the Superintendent made one hundred seventy (170) official visits, an average of nearly seven visits to each school. Every class-room in the city was inspected at least twice, and many were visited several times. The purpose of these visits has heretofore been fully described. The conclusions reached from a thorough digestion of the facts observed will appear in the subsequent discussions, in this report, of the various branches of study and school economy.

READING.

Believing a written examination in reading to be wholly impracticable, no attempt has been made to apply such a test. It has been the practice of your Superintendent to examine personally the reading classes of each school during his visits of inspection. The methods of testing reading classes vary with the grade. Sometimes observation alone was used, the teacher's manner of presenting and developing new matter being carefully noted, comments being made and suggestions offered at the close of the exercise. Again the exercise was conducted by the Superintendent, the teacher observing the methods used. In nearly all classes sight-reading from unfamiliar books was employed. In these cases the books furnished to the schools for sight-reading were not read from; the Superintendent bringing others with which the pupils could have had no opportunity of becoming familiar. In general, the reading of the schools is quite satisfactory, though too many classes fall below the standard we would like to have prevail. Teachers of the first-year classes, with scarcely an exception, are succeeding admirably. It is a cause of regret to observe that many teachers of the second year, either through lack of earnestness or lack of faith, fail to continue the use of the word and phonic methods, but still practice the most objectionable features of the alphabet and spell-before-you-pronounce methods. In such cases, pupils invariably call or miscall their words in a wretchedly stumbling manner, which is a sad commentary on their teacher's ability and aptitude. Undoubtedly there is no school exercise which is so indicative of a teacher's real merits, as that of reading. When a teacher conducts a reading class with vivacity, the class exhibiting eager interest throughout, there is little fear of that teacher's failing in any branch. But when, under the influence of a torpid conductor, the pupil has to be roused from mental, if not physical, slumber, to take part, it does not need a prophet to predict the certain failure which awaits such half-done work.

The introduction of sight-reading, about two years ago, has been followed by more benefits than were then claimed for it. Its collateral influence in promoting greater ease in the preparation of descriptive lessons has been marked ; and it is thought to have specially incited pupils to home reading who, previously, had done little or nothing in that direction. A book for sight-reading, supplemental to the First Reader, which is in press, will complete the series in use, and furnish our classes with all they need for that purpose.

The one thing now lacking to complete our facilities for teaching reading is material which will furnish greater variety for the lower grades, say from the first to the fourth years. It is suggested that the Board subscribe for twenty-five copies of some one of the excellent children's magazines, which are published with special reference to the purpose under consideration. Several of these have been examined and found to be well adapted to the grades referred to above. The expense of using these books would be trifling, not to exceed twenty-five dollars a year. One copy would suffice for each school, since there would be a gradual accumulation of numbers, which could be passed from room to room and thus reach the hands of all the pupils. While these books could be occasionally used in class exercises, their more constant use would be in silent reading by scholars, to whom the books could be assigned in turn, until all in the room have enjoyed their perusal. It is thought that the custom of reading something besides their class-books—the only books that a large majority of these children ever see—will grow into a healthy reading habit. It is hoped that this suggestion will meet with immediate approval, so that the plan may be put into operation at an early day. If thought advisable, back numbers of these magazines can be procured at small cost, thus permitting the plan to be adopted by all the rooms of the grades above mentioned without delay.

Acting upon the suggestion made in last year's report, which was subsequently approved by the Board, that teachers furnish lists of books for home reading, suited to the age and mental pro-

gress of the pupils, such lists were prepared in nearly all the schools. It was too late in the year when these lists were prepared to judge how much use will be made of them by the scholars; but from what has been reported by the teachers, it is evident that the pupils take great interest in these lists, and will hereafter use them freely in selecting books to purchase and to read. The following graded list, compiled by the teachers of School No. 15, is herein printed as a sample :

SUGGESTED READING.

First Grade.

K. A. CRUMMEY. M. A. HYDEMAN.

Ups and Downs—M. J. Tilsley.
 Tiny's Natural History (in words of four letters)—A. L. Bond.
 Evenings at Home (in words of one syllable)—Mary Godolph.
 Babyland, The Nursery; magazines.

Second Grade.

L. A. McDERMOT. E. F. BRICE.

Little Folks in Feathers and Furs—Olive Thorn Miller.
 Rollo Books—Lucy Books.
 Robinson Crusoe (in words of one syllable)—Mary Godolph.
 Little Tommy Tiptoe.
 Child's Picture Scrap Book—Routledge.
 Little Sunbeams; tales and sketches.
 One Hundred Picture Fables with Rhymes.
 Album for Children—Routledge.
 Wide Awake, Babyland; magazines.

Third Grade.

J. B. COCHRANE. A. M. HALPEN.

St. Nicholas—M. M. Dodge.
 Harper's Young People.
 Hooker's Child's Book of Natural History.
 The Boy's King Arthur.
 " " Froissart.
 Dickens' Child's History of England.

The Bodley Books—Mr. Scudder.
 Zig Zag Journeys in Classic Lands—Hez. Butterworth.
 “ “ Europe—Hez. Butterworth.
 Child-Life in Japan—M. Chaplin Ayrton.
 Pictures from English Literature—by John F. Waller.
 Stories about Birds of Land and Water—M. and E. Kirby.
 Stories Told to a Child—Jean Ingelow.
 Story of a Bad Boy—T. B. Aldrich.
 Being a Boy—T. B. Aldrich.
 Under the Lilacs—L. Alcott.
 Rose in Bloom— “
 Eight Cousins— “
 Chimes for Childhood; selections from well-known poets.

Fourth Grade.

M. J. COURTNEY. A. L. NORTHROP. M. E. GORMAN.

Jack Hazard—J. T. Trowbridge.
 The Young Surveyor—J. T. Trowbridge.
 A Chance for Himself— “ “
 Doing His Best— “ “
 Fast Friends— “ “
 Under the Lilacs—L. M. Alcott.
 Eight Cousins— “ “
 Rose in Bloom— “ “
 Story of a Bad Boy—J. B. Aldrich.
 Stories Told to a Child—Jean Ingelow.
 Child's History of England—Dickens.
 The Boy's Froissart.
 The Boy's King Arthur.
 St. Nicholas.
 Wide Awake.
 Harper's Young People.
 Chatterbox.

Fifth Grade.

KATE F. SULLIVAN. AGNES R. DAVISON.

Story of a Bad Boy—J. B. Aldrich.
 Robinson Crusoe—De Foe.
 Little Men—L. M. Alcott.
 Eight Cousins— “
 Child's Book of Nature—Hooker.
 Fairy Stories—Hans C. Andersen.

William Henry's Letters—Mrs. Diaz.
The Trotty Book—Elizabeth S. Phelps.
Under the Window—Kate Greenaway.
Young People's History—Higginson.
Hans Brinker; or, The Silver Skates—M. M. Dodge.
St. Nicholas.
Harper's Young People.

Sixth Grade.

MARY F. McDERMOTT. ELIZABETH H. BUSS.

Harper's Young People.
Zigzag Journeys in Europe.
Eight Cousins—L. M. Alcott.
Little Men— “ “
Little Women— “ “
The Rollo Books—Jacob Abbott.
Hooker's Child's Book of Nature.
St. Nicholas.

Seventh Grade.

KATE C. QUINN. MARY G. SMITH.

Child's History of England—Dickens.
Child Pictures—Dickens.
Child's Book of Nature—Hooker.
Harper's Young People.
Little Women—Alcott.
Little Men— “
Old-Fashioned Girl—Alcott.
Robinson Crusoe—De Foe.
Story of a Bad Boy—Aldrich.
Stories and Tales—Andersen.
Shawls and Straps—Alcott.
School Days at Rugby—Hughes.
Tom Brown at Oxford.
The St. Nicholas.

Eighth Grade.

M. McDONALD.

Child's Book of Nature—Hooker.
A Noble Life—Mulock.
True Manliness—L. C. Tutbill.

Joan the Maid—Author of "Cotta Family."
 Days of Bruce—Aguilar.
 Boys and Girls of the Revolution—C. H. Woodman.
 Faith Gartney's Girlhood—Mrs. Whitney.
 Stories for Young People—C. M. Sedgwick.
 Oliver Optic's Works.
 Louie's Last Term at St. Mary's—Harris.
 Aunt Jane's Hero—Prentiss.
 Scottish Chiefs—Jane Porter.

Ninth Grade.

EURETTA CRANNELL. HELEN J. BARTLEY.

The Boys of '76—Coffin.
 Fairy Land of Science—Buckley.
 Arctic Boat Journey—Hayes.
 Little Women—Alcott.
 Little Men— "
 Old-Fashioned Girl—Alcott.
 The Young Naturalist—Bart.
 Story of a Bad Boy—Aldrich.
 Dickens' Child's History of England.
 Macaulay's Lays of Ancient Rome.
 Hooker's Child's Book of Nature.
 St. Nicholas.
 Young Folks' History of U. S.—Higginson.
 Other Girls—Mrs. Whitney.
 Real Folks— " "
 A Summer in Leslie Goldthwaite's Life—Mrs. Whitney.
 The Young Student—F. P. G. Guisot.
 The Country of the Dwarfs—Du Chaillu.
 A Journey to the Centre of the Earth—Verne.
 Twenty Thousand Leagues Under the Sea— "
 Boys of Other Countries—Bayard Taylor.
 Sir Walter Scott's Novels.
 The Deer Slayer—Cooper.
 The Last of the Mohicans—Cooper.

QUOTATION EXERCISES.

The praiseworthy practice of committing to memory and reciting what are known as "memory gems," that is, pithy quotations from distinguished authors, conveying beautiful sentiments or lofty moral lessons, has long been in vogue in the High School.

That the extension of this practice to even the lowest grades would be salutary, will not be denied.

As a daily morning exercise at the opening of the session, this practice cannot be surpassed. By committing to memory eight or ten lines each week, the teacher carefully developing the thought of the passage, and perfecting the delivery by concert drills and individual recitations, the pupil will have acquired in a full course of our primary and grammar schools, not less than 3,000 lines of the choicest gems of our literature. By requiring the name of the author to be pronounced at the close of each quotation, the child will become familiar, at an early age, with the names of very many of our greatest writers. What sources of inspiration to lofty and noble deeds, what fountains of high moral principle these exercises might prove! What safeguards they might become in warding off the insidious influences of the dime novel and the sensational weekly!

An excellent collection of quotations carefully graded for these exercises, has been prepared by the Superintendent of Schools in a large Western city. The book has met with universal approval. A copy of this book for each teacher would be all the equipment necessary for the introduction of the exercise. The expense to parents would be nothing, the benefit to the children would be incalculable. The attention of the Board is earnestly invited to this plan with the hope that it may be put into immediate execution.

SPELLING.

The schools have maintained their past high rank in spelling. The ninth-year class averaged 94 per cent in the examination for admission to the High School. Of the three hundred thirteen pupils examined, two hundred ninety attained or surpassed the Regents' requirement of eighty-five correct words in the hundred submitted. This number is four larger than the number that passed last year, although the test was much more difficult, on account of the large number of words requiring capitalization.

In the tests made at the Superintendent's written examinations, although they were, by far, more difficult than any heretofore offered, the average of all the classes was eighty-nine per cent. These tests were varied by requiring, in a number of grades, the writing of complete sentences instead of columns of detached words. As correct capitalization and punctuation were insisted upon, the result was highly satisfactory.

The plan of silent spelling, put in operation in the first and second-year classes last fall, has proven highly successful, wherever faithfully tried. The reports show that the spelling has vastly improved wherever oral exercises have been entirely dispensed with. Nor has the benefit of the change been confined to spelling alone. The reading of these classes has also decidedly improved. Never having formed the habit of spelling by letter, recognizing instantly each word, because accustomed to the image of the whole word instead of its separate elements, the pupils call the words of the reading lesson confidently and promptly. No more halting and stumbling and picking to pieces of words in these classes! It is a matter of regret that some teachers, especially of second-year classes, have failed even to attempt the use of silent spelling. Unless they shake off the fetters of old habits and emerge from the old ruts in which they have been traveling, their classes will continue to compare unfavorably with those of their more wide-awake co-workers.

A slight re-arrangement of the spelling book lessons, whereby the Introductory Speller will be extended through the seventh year, is thought advisable. By this change the amount of work assigned to each semester will be somewhat reduced.

ARITHMETIC.

The work of the year in Arithmetic shows no marked changes as compared with previous years; except that in the primary grades the more systematic and philosophic methods used are producing earlier and superior fruit.

Two hundred twenty-two (222) pupils obtained the percentage of correct answers required by the Regents, in their last examination. Although this number is thirty-three less than the similar one of last year, it is still a very large one compared with previous years.

The suggestion made last year that it would be well to reduce the amount of work required in this subject, was considered by the Committee on the Course of Study, and referred back to the Superintendent and Principals, with the direction that they submit to the Board a definite scheme, setting forth the portions they propose to omit, provided that they can agree upon such a scheme. This action was taken so late in the year that no such scheme could be prepared before closing. This subject will be discussed at an early meeting of the Principals next year, and a report made, unless, as the committee cynically suggests, they are unable to agree as to what should be omitted and what retained.

GEOGRAPHY.

The excellent progress of all the classes in geography has been a full endorsement of the plan of presenting this subject, laid down in the course of study. Two hundred sixty-two pupils fulfilled the requirements of the Regents' paper in geography, and though this number is twelve less than that attained last year, the result is just as satisfactory in view of the fact that the test was a more searching one.

LANGUAGE.

A review of the year's work in language has confirmed our confidence in the utility of the course pursued for the past two years. The evidences of the beneficial tendencies of this branch are, fortunately, not dependent on the circumscribed tests of either written or oral examinations. They are found in the every-day written exercises as well as in the more formal examinations of all studies and grades. In correctness of structure and fullness of expression, these exercises, all teachers agree, are far superior to those of previous years. Again, the far-reaching effects of lan-


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The excellent progress of all the classes in geography, and the full endorsement of the plan of presenting the subject in a down-to-earth manner in the course of study. Two hundred and twenty-two pupils filled the requirements of the Regents' paper examination, although this number is twelve less than that of last year. The result is just as satisfactory in view of the fact that the subject is a more searching one.

LANGUAGE.

A review of the year's work in language has led to a great confidence in the utility of the course pursued for the past few years. The evidences of the beneficial influence of the course are, fortunately, not dependent on the circumstances of the year, but on the written or oral examinations. They are found in the everyday written exercises as well as in the more formal examinations of all studies and grades. In correctness of structure and fullness of expression, these exercises, all teachers agree, are far superior to those of previous years. The far-reaching effects of language

guage lessons are constantly observed in the oral expression of scholars. Many times, each day, scholars have been noticed correcting each others' little careless violations of good usage—the practice extending sometimes even to the little ones of the first-year classes. Parents are noticing these things. Several times has your Superintendent been stopped upon the street by parents who expressed both wonder and delight at the progress their children are evincing, toward correct and even elegant expression. Even stronger testimony is that of a parent who complained bitterly of the want of reverence engendered, he said, by our school training. "Why," said he, "my children are becoming exceedingly impertinent. They are constantly assuming to criticise not only each others', but also *my* mistakes in grammar. It is a pretty state of affairs when children know how to talk better than grown people!" While deprecating the apparent disrespect in which these children held their father's English, one could not help congratulating himself on the direct proof which this unwitting witness had furnished of the eagerness of our scholars not only to attain, but also to disseminate the daily use of "English undefiled."

It is not intended to present a rose-colored picture ; our pupils are not yet Addisons in written, nor Johnsons in spoken expression ; they speak no more correctly than do average Americans in good society ; their conversation smacks too often of the dime novel, while their nouns and verbs as often fail to agree ; but they are improving, and the day is not distant when even Richard Grant White may find somewhat of good in the results of public school teaching of language.

Somewhat varying opinions have been expressed of the merits of our new text-book in grammar ; but, taking into account the natural prejudices of teachers accustomed for many years to another book, of radically dissimilar plan, the general current of opinion is in its favor. It certainly supplements well the previous course in Language Lessons. Of one thing, however, all have become satisfied ; the text-book in technical grammar is put into the hands of our scholars one year too early. It is proposed,

therefore, to extend the use of the Language Lessons through the seventh year, thus giving two years to that book instead of one, as heretofore. The experiment of such a course has been tried in several classes, with the consent of the Superintendent, and has proved entirely successful. •The classes instructed on the plan suggested proved to be really farther advanced at the end of the year, than those who used the more advanced text-book. Two years of training in the science, after four years of practice in the art of expression, will, it is believed, produce as accurate scholarship as heretofore attained, with the incomparable advantage, that the knowledge gained will not be useless lumber, but a living force, ready for the constant daily use demanded by the exigencies of life. It has been observed with regret, that a few writers on educational topics, who, at first, joined heartily in the grand reform in the study of English, begun, within the last five years, in the public schools, have grown faint-hearted by the way; having put their hands to the plough, they now turn back and cry "halt!" They are alarmed, forsooth, lest their beloved word parsing, with its hair-splitting distinctions and its wearisome formulas, may disappear from the curriculum; that so much stress is now laid upon developing the power of expression; upon giving children the opportunity to learn correct usage and the foundations of a good style, that the vaunted disciplinary effects of etymology and syntax may be lost. It is well that these croakers find few sympathizers. The bonds which fettered the study of language have been loosened forever. While its proper province and due usefulness will always be granted to the study of technical grammar, it will never again be permitted to overshadow and stifle the progress of our children towards the mastery of the noble tongue of which we are so justly proud. We have mounted high the hill Difficulty, and there must be no steps backward, or we will be again struggling in the slough of Despond.

Two hundred ninety (290) pupils passed the last Regents' examination in grammar; sixty-six (66) more than succeeded last year. It is gratifying to observe that the Regents' papers in

grammar are assuming more of the practical character, so greatly desired by those who believe that the living muscles and tendons of language should be developed at this early stage, leaving the dry bones of its skeleton to be classified and strung on wires at a later period.

HISTORY.

Of the three hundred thirteen (313) applicants for admission to the High School only one hundred forty-seven (147) rendered the required seventy-five per cent of correct answers. In other words, less than fifty per cent came up to the standard. This is but a repetition of the story of previous years. While our schools have furnished as many successful candidates at the Regents' examinations in all the other studies as we can reasonably desire, we have been continually disappointed at the results in United States history. In endeavoring to ascertain the cause of the failure in this branch, the test-papers were carefully scrutinized. While not beyond criticism, these papers are upon the whole only reasonably exacting. They call for such an amount and kind of knowledge of American history only, as can fairly be demanded of scholars at the age of those examined.

It was thought that lack of skill on the part of the teachers might be the cause sought for ; but oral examinations found the classes well posted on the matter in the text-book ; while upon written examinations, prepared by the Superintendent and the Chairman of the Committee on Examinations, the classes averaged above 85 per cent. The conclusion then was that a large part of the trouble must be in the text-book used. It is with great reluctance that your Superintendent recommends any change of text-books. He has done so in one case only, in the four years of his administration. A change in the text-book in History seems, however, to be demanded by the conditions set forth above. It is hoped that such action will be taken by the Board as will permit the introduction of another book at the close of the next year. Under the rules, this change cannot be made at an earlier date.

PENMANSHIP.

The promise made in last year's report, that decided measures would be taken to improve the penmanship of the schools during this year, was not "kept to the ear, to be broken to the hope. A circular was issued early in the year calling the attention of the teachers to the necessity of better work in penmanship, and giving several suggestions looking towards better results. This branch was made a special theme for two grade-meetings, and the methods of successful teachers were presented to a large attendance of the less experienced. The good effects of this normal lesson were soon apparent in the improved methods of the teachers who had attended the meetings.

The next step taken was to extend the use of pen and ink to lower grades than had ever used them. Heretofore the fourth-year scholars were the youngest to whom it was thought advisable to entrust that dangerous weapon, the pen ; and many were the prophecies of discomfiture and dire disaster, should we venture to place it in the hands of still younger children. The experiment was tried, in spite of these forebodings, and in a few weeks was in the full tide of successful operation. By the kind assistance of that admirable instructor in penmanship, Prof. Geo. H. Shattuck, who volunteered his valuable services in this work, the road of many teachers was made pleasant and smooth ; while the scholars were led easily and confidently through the first steps in the use of pen and ink. The work was rapidly and successfully extended through all the classes of the third year, and in several instances into classes of the second year. In a month, the period of experiment was passed and that of successful operation entered upon ; while even those who had most strongly presaged failure became earnest upholders of the plan. Hereafter writing with ink will be required of all third-year classes, while second-year classes will be permitted to use the pen whenever their teachers are willing to undertake the work.

Undoubtedly the most far-reaching incentive to improved work in penmanship, on the part of both scholars and teachers, was

the incorporation of this subject with the semi-annual examinations. At the examination held at the close of the first semester, models for each grade printed in script, were submitted to all classes from the fifth to the eighth year, inclusive. The specimens of handwriting produced, were immediately forwarded to the Superintendent, who examined and marked them all.

The June examination in this branch differed from the previous one only in having the models printed in plain text, because it was found that scholars often attempted to follow the rather inferior style of the printed script; and in having the work examined by a committee of teachers. The test was also extended so as to embrace the fourth and ninth-year classes. A few volunteers, likewise, from the third-year class, sent in their specimens. A comparison between the two examinations shows a marked improvement. This plan of examining, and the giving penmanship as much weight in determining the promotion or retrogression of scholars as any other study in our course, will be continued, and it is confidently felt that the advance thus far made will be faithfully upheld by the energy of the teachers and the awakened interest of the scholars.

DRAWING.

In our endeavor to improve penmanship, we have not neglected drawing. The results of the February examination — which consisted of free-hand drawing from the flat and from models — and of the June examination — made up of questions on the theory of industrial drawing — were as fully satisfactory as they have been heretofore. The annual exhibition of designs and other drawings occurred early in June. The plan of this exhibition differed from previous ones in several particulars. There were fewer specimens, and therefore the more carefully selected and more meritorious only were offered for inspection. The novel feature, however, was the presentation of a class of scholars representing every grade instructed, from the second-year class to the junior class in the High School, inclusive, each scholar being engaged on some branch

of the system. Designing, copying, enlarging, reducing, and other exercises were constantly in course of production, thus illustrating to the spectators nearly every step in the course. The work of these scholars elicited the strongest marks of approval from the large number of visitors present. Upon the whole, the exhibition was the most complete and successful yet held.

Through the liberality of Mr. John H. Lynch, the chairman of the Committee on Drawing, Prof. Huiles was enabled to offer a gold medal to the pupil of the High School who should produce the most meritorious work in the department of industrial drawing. The drawings were inspected by three well-known gentlemen of excellent taste, and of varied experience in the realms of industrial art. After due deliberation, and after commending by name a number of others, the committee unanimously agreed that Miss Della Moseley was entitled to the prize. The beautiful medal was presented on behalf of the generous donor, at the annual commencement exercises of the High School, by the Hon. Francis H. Woods.

A large number of drawings selected from the exhibition work was sent to the exhibition at the State Teachers' Association at Saratoga Springs. The following, taken from a letter from a newspaper correspondent, gives his estimate, at least, of the comparative merit of the work of our schools in this department:

"Large exhibits were made of drawings made by pupils in the public schools of New York, Brooklyn, Albany, Oswego, Syracuse, Amsterdam and other cities and villages. Well-informed critics, after viewing the whole exhibit, were free to award to Albany the credit of showing the best specimens in design and execution."

Drawing will, next year, be extended into the Senior class of the High School, thus making a continuous and complete course in our schools. The additional class will require one or two more hours per week for the now wholly occupied time of the Drawing Master. It is again suggested that an assistant to the Drawing

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SPELLING.

The schools have maintained their past high rank in spelling. The ninth-year class averaged 94 per cent in the examination for admission to the High School. Of the three hundred thirteen pupils examined, two hundred ninety attained or surpassed the Regents' requirement of eighty-five correct words in the hundred submitted. This number is four larger than the number that passed last year, although the test was much more difficult, on account of the large number of words requiring capitalization.

In the tests made at the Superintendent's written examinations, although they were, by far, more difficult than any heretofore offered, the average of all the classes was eighty-nine per cent. These tests were varied by requiring, in a number of grades, the writing of complete sentences instead of columns of detached words. As correct capitalization and punctuation were insisted upon, the result was highly satisfactory.

The plan of silent spelling, put in operation in the first and second-year classes last fall, has proven highly successful, wherever faithfully tried. The reports show that the spelling has vastly improved wherever oral exercises have been entirely dispensed with. Nor has the benefit of the change been confined to spelling alone. The reading of these classes has also decidedly improved. Never having formed the habit of spelling by letter, recognizing instantly each word, because accustomed to the image of the whole word instead of its separate elements, the pupils call the words of the reading lesson confidently and promptly. No more halting and stumbling and picking to pieces of words in these classes! It is a matter of regret that some teachers, especially of second-year classes, have failed even to attempt the use of silent spelling. Unless they shake off the fetters of old habits and emerge from the old ruts in which they have been traveling, their classes will continue to compare unfavorably with those of their more wide-awake co-workers.

A slight re-arrangement of the spelling book lessons, whereby the Introductory Speller will be extended through the seventh year, is thought advisable. By this change the amount of work assigned to each semester will be somewhat reduced.

ARITHMETIC.

The work of the year in Arithmetic shows no marked changes as compared with previous years; except that in the primary grades the more systematic and philosophic methods used are producing earlier and superior fruit.

Two hundred twenty-two (222) pupils obtained the percentage of correct answers required by the Regents, in their last examination. Although this number is thirty-three less than the similar one of last year, it is still a very large one compared with previous years.

The suggestion made last year that it would be well to reduce the amount of work required in this subject, was considered by the Committee on the Course of Study, and referred back to the Superintendent and Principals, with the direction that they submit to the Board a definite scheme, setting forth the portions they propose to omit, provided that they can agree upon such a scheme. This action was taken so late in the year that no such scheme could be prepared before closing. This subject will be discussed at an early meeting of the Principals next year, and a report made, unless, as the committee cynically suggests, they are unable to agree as to what should be omitted and what retained.

GEOGRAPHY.

The excellent progress of all the classes in geography has been a full endorsement of the plan of presenting this subject, laid down in the course of study. Two hundred sixty-two pupils fulfilled the requirements of the Regents' paper in geography, and though this number is twelve less than that attained last year, the result is just as satisfactory in view of the fact that the test was a more searching one.

LANGUAGE.

A review of the year's work in language has confirmed our confidence in the utility of the course pursued for the past two years. The evidences of the beneficial tendencies of this branch are, fortunately, not dependent on the circumscribed tests of either written or oral examinations. They are found in the every-day written exercises as well as in the more formal examinations of all studies and grades. In correctness of structure and fullness of expression, these exercises, all teachers agree, are far superior to those of previous years. Again, the far-reaching effects of lan-

guage lessons are constantly observed in the oral expression of scholars. Many times, each day, scholars have been noticed correcting each others' little careless violations of good usage—the practice extending sometimes even to the little ones of the first-year classes. Parents are noticing these things. Several times has your Superintendent been stopped upon the street by parents who expressed both wonder and delight at the progress their children are evincing, toward correct and even elegant expression. Even stronger testimony is that of a parent who complained bitterly of the want of reverence engendered, he said, by our school training. "Why," said he, "my children are becoming exceedingly impertinent. They are constantly assuming to criticise not only each others', but also *my* mistakes in grammar. It is a pretty state of affairs when children know how to talk better than grown people!" While deprecating the apparent disrespect in which these children held their father's English, one could not help congratulating himself on the direct proof which this unwitting witness had furnished of the eagerness of our scholars not only to attain, but also to disseminate the daily use of "English undefiled."

It is not intended to present a rose-colored picture ; our pupils are not yet Addison in written, nor Johnson in spoken expression ; they speak no more correctly than do average Americans in good society ; their conversation smacks too often of the dime novel, while their nouns and verbs as often fail to agree ; but they are improving, and the day is not distant when even Richard Grant White may find somewhat of good in the results of public school teaching of language.

Somewhat varying opinions have been expressed of the merits of our new text-book in grammar ; but, taking into account the natural prejudices of teachers accustomed for many years to another book, of radically dissimilar plan, the general current of opinion is in its favor. It certainly supplements well the previous course in Language Lessons. Of one thing, however, all have become satisfied ; the text-book in technical grammar is put into the hands of our scholars one year too early. It is proposed,

therefore, to extend the use of the Language Lessons through the seventh year, thus giving two years to that book instead of one, as heretofore. The experiment of such a course has been tried in several classes, with the consent of the Superintendent, and has proved entirely successful. •The classes instructed on the plan suggested proved to be really farther advanced at the end of the year, than those who used the more advanced text-book. Two years of training in the science, after four years of practice in the art of expression, will, it is believed, produce as accurate scholarship as heretofore attained, with the incomparable advantage, that the knowledge gained will not be useless lumber, but a living force, ready for the constant daily use demanded by the exigencies of life. It has been observed with regret, that a few writers on educational topics, who, at first, joined heartily in the grand reform in the study of English, begun, within the last five years, in the public schools, have grown faint-hearted by the way; having put their hands to the plough, they now turn back and cry "halt!" They are alarmed, forsooth, lest their beloved word parsing, with its hair-splitting distinctions and its wearisome formulas, may disappear from the curriculum; that so much stress is now laid upon developing the power of expression; upon giving children the opportunity to learn correct usage and the foundations of a good style, that the vaunted disciplinary effects of etymology and syntax may be lost. It is well that these croakers find few sympathizers. The bonds which fettered the study of language have been loosened forever. While its proper province and due usefulness will always be granted to the study of technical grammar, it will never again be permitted to overshadow and stifle the progress of our children towards the mastery of the noble tongue of which we are so justly proud. We have mounted high the hill Difficulty, and there must be no steps backward, or we will be again struggling in the slough of Despond.

Two hundred ninety (290) pupils passed the last Regents' examination in grammar; sixty-six (66) more than succeeded last year. It is gratifying to observe that the Regents' papers in

grammar are assuming more of the practical character, so greatly desired by those who believe that the living muscles and tendons of language should be developed at this early stage, leaving the dry bones of its skeleton to be classified and strung on wires at a later period.

HISTORY.

Of the three hundred thirteen (313) applicants for admission to the High School only one hundred forty-seven (147) rendered the required seventy-five per cent of correct answers. In other words, less than fifty per cent came up to the standard. This is but a repetition of the story of previous years. While our schools have furnished as many successful candidates at the Regents' examinations in all the other studies as we can reasonably desire, we have been continually disappointed at the results in United States history. In endeavoring to ascertain the cause of the failure in this branch, the test-papers were carefully scrutinized. While not beyond criticism, these papers are upon the whole only reasonably exacting. They call for such an amount and kind of knowledge of American history only, as can fairly be demanded of scholars at the age of those examined.

It was thought that lack of skill on the part of the teachers might be the cause sought for ; but oral examinations found the classes well posted on the matter in the text-book ; while upon written examinations, prepared by the Superintendent and the Chairman of the Committee on Examinations, the classes averaged above 85 per cent. The conclusion then was that a large part of the trouble must be in the text-book used. It is with great reluctance that your Superintendent recommends any change of text-books. He has done so in one case only, in the four years of his administration. A change in the text-book in History seems, however, to be demanded by the conditions set forth above. It is hoped that such action will be taken by the Board as will permit the introduction of another book at the close of the next year. Under the rules, this change cannot be made at an earlier date.

PENMANSHIP.

The promise made in last year's report, that decided measures would be taken to improve the penmanship of the schools during this year, was not "kept to the ear, to be broken to the hope. A circular was issued early in the year calling the attention of the teachers to the necessity of better work in penmanship, and giving several suggestions looking towards better results. This branch was made a special theme for two grade-meetings, and the methods of successful teachers were presented to a large attendance of the less experienced. The good effects of this normal lesson were soon apparent in the improved methods of the teachers who had attended the meetings.

The next step taken was to extend the use of pen and ink to lower grades than had ever used them. Heretofore the fourth-year scholars were the youngest to whom it was thought advisable to entrust that dangerous weapon, the pen ; and many were the prophecies of discomfiture and dire disaster, should we venture to place it in the hands of still younger children. The experiment was tried, in spite of these forebodings, and in a few weeks was in the full tide of successful operation. By the kind assistance of that admirable instructor in penmanship, Prof. Geo. H. Shattuck, who volunteered his valuable services in this work, the road of many teachers was made pleasant and smooth ; while the scholars were led easily and confidently through the first steps in the use of pen and ink. The work was rapidly and successfully extended through all the classes of the third year, and in several instances into classes of the second year. In a month, the period of experiment was passed and that of successful operation entered upon ; while even those who had most strongly presaged failure became earnest upholders of the plan. Hereafter writing with ink will be required of all third-year classes, while second-year classes will be permitted to use the pen whenever their teachers are willing to undertake the work.

Undoubtedly the most far-reaching incentive to improved work in penmanship, on the part of both scholars and teachers, was

the incorporation of this subject with the semi-annual examinations. At the examination held at the close of the first semester, models for each grade printed in script, were submitted to all classes from the fifth to the eighth year, inclusive. The specimens of handwriting produced, were immediately forwarded to the Superintendent, who examined and marked them all.

The June examination in this branch differed from the previous one only in having the models printed in plain text, because it was found that scholars often attempted to follow the rather inferior style of the printed script; and in having the work examined by a committee of teachers. The test was also extended so as to embrace the fourth and ninth-year classes. A few volunteers, likewise, from the third-year class, sent in their specimens. A comparison between the two examinations shows a marked improvement. This plan of examining, and the giving penmanship as much weight in determining the promotion or retrogression of scholars as any other study in our course, will be continued, and it is confidently felt that the advance thus far made will be faithfully upheld by the energy of the teachers and the awakened interest of the scholars.

DRAWING.

In our endeavor to improve penmanship, we have not neglected drawing. The results of the February examination — which consisted of free-hand drawing from the flat and from models — and of the June examination — made up of questions on the theory of industrial drawing — were as fully satisfactory as they have been heretofore. The annual exhibition of designs and other drawings occurred early in June. The plan of this exhibition differed from previous ones in several particulars. There were fewer specimens, and therefore the more carefully selected and more meritorious only were offered for inspection. The novel feature, however, was the presentation of a class of scholars representing every grade instructed, from the second-year class to the junior class in the High School, inclusive, each scholar being engaged on some branch

of the system. Designing, copying, enlarging, reducing, and other exercises were constantly in course of production, thus illustrating to the spectators nearly every step in the course. The work of these scholars elicited the strongest marks of approval from the large number of visitors present. Upon the whole, the exhibition was the most complete and successful yet held.

Through the liberality of Mr. John H. Lynch, the chairman of the Committee on Drawing, Prof. Hailes was enabled to offer a gold medal to the pupil of the High School who should produce the most meritorious work in the department of industrial drawing. The drawings were inspected by three well-known gentlemen of excellent taste, and of varied experience in the realms of industrial art. After due deliberation, and after commending by name a number of others, the committee unanimously agreed that Miss Della Moseley was entitled to the prize. The beautiful medal was presented on behalf of the generous donor, at the annual commencement exercises of the High School, by the Hon. Francis H. Woods.

A large number of drawings selected from the exhibition work was sent to the exhibition at the State Teachers' Association at Saratoga Springs. The following, taken from a letter from a newspaper correspondent, gives his estimate, at least, of the comparative merit of the work of our schools in this department :

"Large exhibits were made of drawings made by pupils in the public schools of New York, Brooklyn, Albany, Oswego, Syracuse, Amsterdam and other cities and villages. Well-informed critics, after viewing the whole exhibit, were free to award to Albany the credit of showing the best specimens in design and execution."

Drawing will, next year, be extended into the Senior class of the High School, thus making a continuous and complete course in our schools. The additional class will require one or two more hours per week for the now wholly occupied time of the Drawing Master. It is again suggested that an assistant to the Drawing

Master would prove valuable in supervising the work of the more than two hundred teachers conducting this branch in our schools.

MUSIC.

The examinations in the theory of music evinced the thoroughness of the instruction in this department. The test-papers of the June examination were of an unusually difficult and searching character; yet the classes averaged ninety-four per cent of correct answers. The singing of the pupils at the various public exercises was marked in excellence, both in chorus effects and the rendition of solos, reflecting credit upon the supervisory work of Prof. Lloyd, and the skillful class instruction of all the teachers.

It is thought that more attention might profitably be given to rote and other song singing, especially in the lower grades. To this end, it is suggested that a suitable book of simple songs be furnished for the use of teachers. Two hundred copies would suffice, and the expense would be trifling.

DISCIPLINE.

The discipline of the various class rooms has been, with a few exceptions, all that could be desired. The wise action of the Board in refusing to re-elect the Principal of School No. 20, and the choice of a gentleman to fill the vacancy, whose past success is a guarantee for the future, will, it is believed, result in such a reorganization of that school as has been striven for in vain for the past three years.

The statistics of corporal punishment have been carefully noted during the year. Twelve hundred thirty-six cases in all were reported. This number would indicate six cases per diem, with an average attendance of about nine thousand. In other words, each school day, one of fifteen hundred scholars proved so recalcitrant as to need, in the judgment of the principals, more severe discipline than can be legally inflicted by assistants.

The largest number of scholars (170) was punished in March, and the least (52) in June. Perhaps the disagreeable winds and

storms of the former month tended to sour the dispositions of children, while the sunny days of the latter rendered them more easy of control. Two schools report no cases of corporal punishment during the year. The excellent results in scholarship in both these schools would indicate that teachers and scholars were so busy that the latter had no time to infringe school regulations, and the former no time to punish. The tendency in all the schools is to make corporal punishment a last expedient; and in the same ratio as it is diminishing, it is believed, the efficiency of the schools is advancing. Still, none of our teachers believe that the authority to inflict bodily punishment should be taken away. They believe that the refractory should know that, although they may be chary of using it, the teachers still hold the rod, and can apply it when all other means fail. Your Superintendent would also subscribe to this position, were he sure that *all* other means would first be exhausted. For then, he is confident, that very rarely would the final resort be called into requisition.

COURSE OF STUDY.

The two years of trial given to the revised course of study has convinced all of its adaptability to the conditions of our schools. The slight changes proposed above in the distribution of the spelling lessons and in the use of the text-book in grammar, and the addition of "memory gems" are all the modifications proposed this year.

PROMOTIONS.

Attention is directed to the very interesting table, appended to this report, setting forth the number of promotions for each year of the course in each school. Seven thousand three hundred sixty-seven pupils, or seventy-five per cent of the average membership, were promoted during the year. The highest percentage was one hundred nineteen (119); the lowest was twenty (20). Four schools promoted more than one hundred per cent of their membership, while ten fell below the average of seventy per cent. The former schools promoted some scholars two or more steps; this accounts

for the surplus percentage. Although in one or two cases a reasonable excuse may be offered, when schools report less than the average number of promotions, nevertheless the condition of scholarship may be equitably judged by the total number reported as compared with the average membership.

The comparatively small number promoted in some schools has been the outcome of the desire of teachers to hold back their pupils so as to obtain high percentages in the semi-annual examinations. It is hoped that, by publishing the comparative table, this reprehensible practice may be stopped. Should this not avail, a more detailed table, giving the number of pupils in charge of each teacher and the number promoted will be prepared and published.

It will not do to shift the blame to the examinations. The fault lies in the teacher, and he will be held responsible if he fails to promote the average number. The written examinations are held to disclose the actual condition of scholarship and to determine promotions; their purpose is not to enable the teacher to report high percentages in the various studies. It is, therefore, dishonest for teachers to fail to promote as rapidly as pupils are advanced to the proper points; not to speak of the injustice done by thus retarding the progress of industrious scholars.

ADMISSION TO THE HIGH SCHOOL.

Three hundred thirteen (313) candidates applied for admission to the High School this year. Our grammar schools presented two hundred ninety-five (295) of these, while the remainder eighteen (18) came from various schools in the city and vicinity. Two hundred ninety-one (291) passed satisfactorily and were granted certificates of admission. Of the twenty-two rejected eighteen were from our own schools, about the same proportion as last year. Eleven of the rejected were from *one* school, and the remainder were from three other schools; while from nine schools no candidates were rejected. The requirements of the Regents were fulfilled by two hundred twenty-two (222) pupils in

arithmetic ; by two hundred sixty-two (262) in geography ; by two hundred ninety (290) in grammar ; by two hundred ninety (290) in spelling, and by one hundred forty-seven (147) in U. S. history. Two hundred Regents' certificates are claimed as the result of this examination, but *one* less than the highest number heretofore claimed. It would be highly advantageous, should all the pupils admitted obtain the Regents' certificate. Were this more nearly so than it has been heretofore, the High School faculty would no longer be compelled to sacrifice much valuable time in conducting reviews of grammar school studies.

As a powerful lever in bringing about this most desirable state of things, the suggestion made last year is respectfully renewed, viz.: That all classes, sufficiently prepared, be permitted to attempt the February examinations in at least two of the subjects. This privilege has been asked by many of our principals, who believe that by this device we will succeed in preparing a much larger proportion of pupils, so that they will readily obtain the full certificate at the June examination. The tendency of this plan will also be in the direction of the semi-annual promotion of classes to the High School, a plan, the desirability of which will be more fully discussed in a subsequent portion of this report.

EXHIBITIONS.

The four public exhibitions given during the year fully equalled in excellence of rhetorical effect any that preceded them. Our teachers and pupils believe that anything that is worth doing, is worth doing well. No effort was therefore spared, to render the exhibitions worthy of the reputation our schools have always held in these special enterprises. Whether the results are adequate to the large expense of time and energy is, nevertheless, no doubtful question in the minds of the teachers. All admit that these exercises are interesting and popular as a means of free entertainment to the parents of the pupils and other friends of the schools ; but when the cost is reckoned up, when it is reflected how much additional time which has been given to preparation for the exhibi-

tions might have been devoted to the regular school work, teachers are, it is believed, unanimous in the opinion, that upon the whole, the schools would not suffer, even in rhetorical development, were the exhibitions to be abandoned.

Again, the original purpose of these exhibitions was to create a public sentiment in favor of the schools. Our full ranks of pupils attest that the day has gone by when our schools need any such adventitious aids to public favor. In view of these considerations, it is strongly recommended that the Board order the abandonment of these exhibitions. It is a trite saying that it is much easier to tear down than to build up. It is only fair that those who advocate the continuance of public exhibitions as a means of bringing the schools and their friends into closer contact, should ask, what means can be supplied to promote what all agree to be beneficial, should the exhibitions be discontinued. Two plans, either or both of which, it is thought, will supply the needed occasions for bringing the public into our school rooms, are suggested for the consideration of the Board.

One plan thought worthy of adoption is the celebration of the birthdays of great American poets or statesmen. Let the natal day of some well-known writer or statesman be announced to all the schools, a few weeks in advance, with directions that the day shall be celebrated in each class-room by appropriate exercises. If he be a writer, by the rendition of passages from his works, either as readings or declamations; the reading of a brief biography or any kindred exercises which may suggest themselves, the details to be left to the teacher in charge; if he be a statesman or a general, biographical sketches, incidents of his career, etc., showing his influence on the history of his times, would be appropriate. Who can doubt but that such exercise would be educational in the broadest sense? How easy thus to excite a love of healthful literature, or to warm the breasts of young Americans with emulating patriotism! These exercises could be thrown open to the parents by invitation through the children; and as each school-room would become an audience room at the same hour, ample

room would be furnished for the attendance of all who desired. Similar exercises have been in successful operation in Cincinnati and other places for two years past.

The second plan is to permit each teacher to have a *public session* of his class, once during the year, for the purpose of exhibiting to parents the condition of the class and the methods used in daily instruction, with such additional musical and rhetorical exercises as each teacher may determine upon. Of course, none but parents or guardians could be invited to these public sessions, our class-rooms not permitting large audiences. No other plan, it is deemed, could so thoroughly inform the public of both the condition of scholarship in our schools, or better satisfy them of the correctness of the methods used by us in the development of the minds and characters of our scholars.

Your Superintendent believes that both of these plans could be adopted without serious detriment to the regular work of the schools, and that they would fully serve the purposes intended, without being open to the serious objections attending the elaborate public exhibitions heretofore given.

GRAMMAR SCHOOL CLOSING EXERCISES.

The closing exercises of the grammar schools occurred on the afternoon of June 27th. There were present nearly a full attendance of the pupils who had just been admitted to the High School, a majority of the teachers, most of the members of the Board, and a few invited guests. The exercises were of the same informal and semi-social character as those of last year. The speeches were brief and pithy; the music cheerful and thoroughly enjoyable. The picture presented by nearly three hundred bright-eyed lads and blooming lassies filing across the stage to receive their hard-earned certificates, with the accompanying bouquets of sweet and lovely flowers, made the pleasantest impressions on all who beheld it. The custom of celebrating the passing of pupils from the grammar schools to the High School may now be considered as successfully inaugurated. To many the occasion was the closing

of their school career and, therefore, a day to be kept green in memory, while to those who will pursue a further course, the day will be memorable as marking an important transition period of their lives. The following is the programme of the exercises :

PROGRAMME.

CHORUS..... "Unfurl the Glorious Banner."
 PRESENTATION OF CLASS..... Principal J. H. GILBERT.
 ADDRESS TO THE SCHOLARS..... President H. BENDELL.
 RECEPTION OF CLASS..... Principal J. E. BRADLEY.
 CHORUS..... "How Beautiful is the Sea."

PRESENTATION OF CERTIFICATES OF SCHOLARSHIP.

Commissioner GEO. B. HOYT, Chairman Committee on Examination.

SOLO—"To the Woods."..... ANNIE T. CASEY.
 ADDRESS TO THE TEACHERS..... Commissioner JOHN A. McCALL, JR.
 CHORUS..... "Stand by the Flag."

AWARD OF CERTIFICATES OF ADMISSION TO HIGH SCHOOL.

CHORUS..... "My Country, 'tis of Thee."

HIGH SCHOOL.

The details of the operations and progress of the High School will be found in the annual report of the principal. From the information therein given, it will be seen that the school has fully maintained its high position among similar institutions in this State. The average attendance was eighteen (18) less than last year; the same cause operating as given heretofore, explanatory of the slight falling off in all the schools.

The suggestion made last year that the system of semi-annual promotions found to be so useful in the lower grades, be extended to the High School, is earnestly renewed. It is now impossible for us to use this system after the eighth year, because, under the present arrangement but one promotion can be made, each year, from the ninth-year class. The results of the blocking of the plan, at that point, are felt to be bad by all the grammar school principals. Could there be a class in each grammar school at work on each semester of the ninth year, and a class be thus admitted to the High School twice in the year, it is believed that

these classes would attain a far better preparation than has heretofore been possible.

Again, were the system extended throughout the High School course, the difficulties now met with in properly grading the school would largely disappear. Teachers naturally hesitate to put scholars back an entire year, while parents strenuously object to such action. Many scholars are now carried forward, not only to their own detriment, but also to the hindrance of the proper progress of their fellow students. That the objections would largely disappear, were promotions and degradations made twice a year, is evident, for neither scholars nor parents could reasonably object to the loss of so short a period as five months. Another class to be greatly benefited by this plan, is those who are obliged to leave school for a few weeks or months through sickness or other unavoidable causes. At present, on returning, they are frequently so far behind their classes that they must either enter a class a year behind or leave school. Many prefer the latter course to retracing work they had, perhaps, already well accomplished. Were they required to fall back a half year only, they would nearly always cheerfully comply. Another consideration is, that the divisions assigned to each teacher would become much smaller than at present, and the effectiveness of the teachers' work be correspondingly increased. When the fact is noted that teachers are now compelled to deal with classes of from forty to fifty scholars in such advanced studies as geometry and natural philosophy, the wonder has been that even fair progress has been made. For it must be remembered that these pupils have not become sufficiently mature to be left to their own resources; but that they need constant guidance and frequent personal instruction.

The application of the principle of semi-annual promotions to the somewhat complicated courses of study in the High School is not, however, unattended with difficulties. In the higher grades, as now constituted, a duplication of classes would ensue which would demand an increase in the number of teachers. Were this objection insurmountable, the projected changes would not be

urged, because your Superintendent would not for a moment consider any plan which would materially increase the running expenses of the regular High School course. A reconstruction of the course would immediately remove the objection above set forth. It would be necessary to drop several non-essential studies which, in the writer's opinion, would not in the least detract from the completeness or general scope of the curriculum. It will also be necessary to rearrange the assignment of classes, and to readjust the work of the teachers, so as to provide for the increased number of classes. It is not necessary to enter into details; but when the Board is ready to consider this matter a complete scheme can be submitted which will, it is believed, remove the objection under consideration. It is thought that such changes in the course will serve other useful purposes, and, by economizing the time and energy of both teachers and scholars, tend to improve the efficiency of the school.

The adoption of the plan proposed would, of course, result in the admission and the graduation of two classes each year. This, however, involves no practical difficulties, as the work now done in connection with these events would simply be divided between the two periods.

The recommendation made in the last three annual reports, that the Board establish a normal department in the High School to better prepare its graduates for the profession of teacher is renewed. The arguments in favor of such a course have been so fully and so frequently set forth that it would be a work of supererogation to reproduce them. A normal department, to be fruitful, should combine instruction in the theory of teaching, with ample practice with model classes. One special instructor would suffice. A model school, conducted by regular teachers of approved skill, who would act as critics of the apprentice-teachers, would supply the needed practice. The buildings on the rear of the High School lot, now used by the water commissioners, but which were unquestionably included in the grant of property by the city for High School purposes, could be readily remodeled so

as to become a convenient school. This would give additional room for primary pupils with a very moderate outlay. Although intimately connected with the High School, such a normal department would be really an independent institution with separate funds for its maintenance. No step that can be taken by the Board would, in the opinion of those who have carefully studied this subject, do more to advance the condition of our schools than the one here suggested.

A notable event in the history of the High School occurred during the past year. During the visit of Gen. U. S. Grant, Ex-President of the United States, to this city, in February last, he was invited by the Board of Public Instruction to visit the High School. The invitation was accepted, and on the 10th of February the illustrious soldier, accompanied by Gov. Cornell, State Superintendent Gilmour and other distinguished gentlemen, was received by the Board, the faculty and the scholars in the chapel. After listening to some excellent rhetorical exercises, which were afterward highly commended in conversation by the General, brief addresses were made to the school by Gen. Grant and Gov. Cornell, who were gracefully introduced by President Easton. The occasion was a highly interesting one to all present, and was specially valuable in the personal impression made upon the students by being thus brought face to face with one who is indissolubly connected with the history of our beloved country. That day will surely be a memorable one in the annals of the school.

TEACHERS AND TEACHERS' MEETINGS.

The total number of teachers employed during the year was two hundred thirty-two (232), an increase of three (3) over the number of the preceding year. Two of the additional teachers were required by the growth of School No. 20, the other by the necessities of the advanced grades and full attendance of school No. 22. Of the teachers employed, two hundred seven (207) are women and twenty-five (25) men. Seventy-one (71) are graduates of normal schools, one hundred four (104) of the

High School, twelve (12) pursued a full collegiate course, and the remainder, forty-five (45), were educated at various academies and private schools. There were sixteen new appointments made. Of these thirteen were to fill vacancies, and three, as described above, were original appointments. The yearly addition of so large a number of inexperienced teachers to our corps is to be regretted. This is a matter, however, beyond official control. It is, of course, strong evidence of the excellent qualities of the ladies engaged in our schools, that so many of them are sought in marriage; but the gain of their husbands is our serious loss. All that the Board can do to remedy the evils arising from these changes from skillful workmen to apprentices, is to offer the best inducements to candidates for thorough and broad preparation. The High School has done, and is doing, very much towards the proper professional training of those who form the majority of new appointees. A normal department would add still more to the working value of our coming teachers.

It is believed by many who have examined this subject with careful and prolonged study, that the average period of employment of teachers would be considerably lengthened and their efficiency correspondingly increased, were two important modifications made by the Board in the method of bestowing and confirming appointments. It is thought, first, that the period of probation should be considerably extended. The trial space of three months now required before a nomination is confirmed, is utterly insufficient to determine the qualities of a teacher. Neither a principal nor a superintendent would be justified in forming a final opinion in so short a time. A tyro in teaching can, in that period, do little more than become acquainted with the barest outline of the work required. It would be manifestly unjust, therefore, to condemn a teacher on so brief a trial, and equally dangerous to forecast success.

For these reasons it has grown to be the practice on the part of supervisory officers, to either withhold any opinion, or through natural unwillingness to injure the prospects of a fellow laborer,

to give a favorable one in general terms. In these circumstances the Board has invariably confirmed the nominations at the expiration of the probationary period. As no one has ever been rejected, a nomination has become equivalent to a permanent appointment.

It is conceded that in order to test adaptability and probability of success every appointment should be temporary. Heretofore the purpose of the temporary appointment has been defeated by its brevity. It is thought by some that the period of trial should be extended to full two years. Such a space would certainly give ample time to test all the qualities of an appointee, but so long a trial might prove irksome and harrassing. It is suggested, therefore, that the Board extend the experimental period from three months to one year. A sufficient time would thus be given in which to form a just opinion of the merits or demerits of the young teacher, and the Board would thus have a basis of judgment in voting upon the appointment.

Another change which would tend to prolong the term of service of teachers, would be to abolish the annual election and appoint all teachers during *efficient* service. Such a plan would manifestly be to the advantage of the appointing power, as the engagement of every teacher would be terminable at will. An annual election binds the Board to the employment of its appointees for the entire year; and all will readily recall cases where the Board would have instantly dispensed with the services of teachers, had its own rules permitted it to do so. Dismissal for cause is almost a dead letter in the face of an annual contract, since the *onus probandi* rests upon the appointing power. Were the appointments limitable at the pleasure of the Board, no unworthy or unsuccessful teacher need be retained a day in its service. The objection to a continuous employment of teachers may arise in the minds of some that, not being amenable to the test of an annual election, teachers would become indifferent or negligent. Such an objection was forcible when the custom of annual elections was established, because the appointing power had no means of testing a teacher's success or failure, aside from the utterly inadequate oral examina-

tion, and that most uncertain guide, public opinion. But, to-day, exhaustive written examinations, the daily watchfulness of principals and the constant inspections of the Superintendent hold each teacher to such close accountability and under such steady supervision, that indifference or laxity cannot escape observation and exposure. Under the system now in vogue, it is not possible for any teacher to so manipulate her classes as to deceive her superiors as to the real character of her work. The objection above raised will, therefore, no longer hold.

Again, by giving permanence to the employment of successful teachers, the tone of the profession will be improved. Anxiety as to reappointment being removed, genuine enthusiasm will replace the worrying spirit which wears out both teachers and taught. The knowledge that, if faithful and intelligent work is done, neither prejudice nor misunderstandings can subject them to dismissal, will inspire teachers to more vigorous endeavors.

These considerations, it is believed, will warrant the Board in changing its methods of appointment so as to correspond with the changed character of our system.

The grade meetings fully described in last year's report were, with the approval of the Board, continued throughout this year. The number of meetings was not as large as anticipated, owing to various reasons, especially to the fact that the Superintendent was engaged for nearly four months in continuous oral examinations.

Nine meetings in all were held, bringing together ultimately all the teachers in the grammar and primary schools. The following schedule shows in detail the character and scope of these meetings:

DATE.	GRADE.	SUBJECT ILLUSTRATED.	CONDUCTED BY.
Oct. 11...	1st year	Object Lesson { color. qualities	Miss Cullen, School No. 6.
Oct. 11...	1st "	Penmanship	Miss Butler, " " 12.
Oct. 15...	2d "	Rapid adding	Miss Simpson, " " 19.
Oct. 15...	2d "	Penmanship	Principal Packer, School No. 12.
Oct. 22...	3d "	Language Lessons	Miss Kennedy, School No. 22.
Nov. 5...	4th "	Reading	Miss Davidson, " " 15.
Nov. 13...	5th "	Language Lessons	Miss Sullivan, " " 15.
Dec. 3...	6th and 7th years..	Drawing	Prof. Hailes, class from Sch'l No. 17.
March 3...	8th and 9th years..	Music	Prof. Lloyd, " " " " 11.
March 18	9th year	Percentage	Miss Burnap, School No. 11.
April 1..	1st and 2d year...	Object Lesson... { color. form. body.	Miss Morton, } School No. 22. Miss Miles, }

Each subject was illustrated by a class of pupils. Considerable discussion ensued at the close of each exercise. The general opinion is, that these meetings have been fruitful, and it is proposed to continue them during the ensuing year.

The regular monthly meetings of principals were well sustained through the year. The subjects of discussion were all practical, bearing upon the every-day work of the schools. It is recognized that these meetings have been an important factor in the reorganization and unification of our system.

On the first of January, 1881, Principal W. L. Martin of School No. 7 tendered his resignation. Mr. Martin began his career as teacher in the schools May 1, 1844. Although his resignation was accepted when offered, at the request of the Board Mr. Martin continued the management of No. 7 until the close of the school year. His service has, therefore, embraced a period of thirty-seven years. Placed early in charge of No. 7, a school peculiarly difficult of management, Mr. Martin administered its affairs with marked success, both as a disciplinarian and a teacher. Hundreds of successful business men, as well as useful women, testify daily to the fidelity and skill of this veteran instructor. Retiring from active life, Mr. Martin bears with him from his associates, from the Board and from the community, the well-earned plaudit, "Well done, good and faithful servant!"

GENERAL REMARKS.

A retrospect of the year's work can but afford gratification to all engaged therein. Reforms have been attempted, and some have been accomplished. If the progress towards perfection has not been startling, it has been steady. Let any one, with full knowledge of the facts, compare the present condition of our schools with that of fifteen or even ten years ago, and he will admit that the advance has been marked. Our teachers are using better and more philosophic methods, and the results of their teaching are correspondingly improved. The primal truth that in the education of the young the path must lead from the known to the unknown, from facts to principles, is taking, yearly, stronger hold upon our methods, and the progress of pupils is becoming both easier and surer.

That the schools are doing good work also in the formation of character cannot be gainsaid. Too much is often expected of schools in this direction. The school is but one element in the complex environment which influences the moral status of human beings. Home, the Church, his vocation and his social surroundings, all tend to give bent to the character of each man; sometimes to twist and distort it; often, happily, to give upright and systematic development. Nevertheless, teachers must not think they can shirk their share of the responsibility. What they may do should be done faithfully and fearlessly, or when their work is over they will be weighed in the balance and found wanting. Much, however, remains to be done. The saying "To stand still is to retrograde," is peculiarly applicable to a school system. It will not do, then, to cry halt or to look back. It must be our aim in fulfilling our sacred trust, to move steadily forward so that each year will find us a step nearer the goal of perfection.

RETIREMENT OF PRESIDENT EASTON.

A notable event in the history of the year was the retirement from the Board of Gen. Chas. P. Easton, after a membership of fifteen years. Mr. Easton's connection with the schools began as

a member of the Board of Education, July 5, 1865. When the present Board was organized in 1866, Mr. Easton was one of the twelve men named in the enabling act, to form the first Board of Public Instruction, and was the only one of the twelve remaining in membership at the time of his retirement. For seven of the fifteen years of his service Mr. Easton was President of the Board. Of the value of his services as presiding and executive officer, the Board has spoken elsewhere in fitting terms of praise. Of his direct connection with the teachers and the schools, it will suffice to say that his retirement was the occasion of universal regret. His name is indissolubly linked with the good repute of all our schools, and especially with that of the High School, of which he was so strong an advocate and promoter.

CONCLUSION.

In bringing this report to a close there remains only the grateful task of returning my sincerest thanks to the principals and teachers for the able and energetic manner in which they have seconded all my efforts to enhance the prosperity and well-being of the schools, and to tender my hearty acknowledgments to all the members of the Board of Public Instruction for public acts of support and invaluable personal words of counsel.

CHAS. W. COLE,

Superintendent of Schools.

SUMMARY OF SUGGESTIONS.

1. The establishment of an ungraded school for the truant and neglected children of the city.
2. That when asked for with practical unanimity by the parents of the pupils of any school, single sessions may be established in that school.
3. That the oral examinations be discontinued, except in the schools assigned to newly elected members of the Board.
4. That twenty-five copies of a child's magazine be subscribed for by the Board, to be used as additional reading matter.
5. That the committing to memory and daily rehearsal of short quotations, be made a part of the daily programme of all the classes.
6. The use of the text-book in technical grammar to be confined to the last two years of the course.
7. A change of text-book in United States history.
8. An assistant to the drawing master.
9. The ninth-year classes to be permitted to try one or two subjects at the Regents' examination in February.
10. To discontinue all public exhibitions and substitute "poet and statesmen days" or "public sessions."
11. That the system of semi-annual promotions be extended to the High School.
12. That a normal department, with a model school attached, be established in connection with the High School.
13. That the teachers' probationary period be extended from three months to one year.
14. That the appointments of teachers at the close of the probation, be during efficient service, terminable at the will of the Board.

*TABLE showing the attendance of pupils in the Public Schools,
for the year ending August 31, 1881.*

SCHOOLS.	NUMBER ENROLLED.			Average daily attendance.	Average membership.	Percent of attendance on number enrolled.	Percent of attendance on average membership.	Number of sittings.	Left during year, having obtained employment.
	Boys.	Girls.	Total.						
High School.	212	373	585	517	536	.88	.97	617	50
No. 1	233	204	437	275	293	.62	.94	318	26
No. 2	209	213	422	296	317	.70	.94	350	20
No. 3	155	118	273	147	165	.54	.90	200	7
No. 4	74	81	155	102	111	.70	.93	206	..
No. 5	173	192	365	223	245	.61	.91	296	37
No. 6	408	441	849	618	654	.72	.94	672	55
No. 7	156	119	275	164	187	.60	.88	300	25
No. 8	231	190	421	246	262	.61	.93	338	25
No. 9	127	101	228	124	140	.60	.89	210	..
No. 10	235	217	452	287	312	.63	.92	348	32
No. 11	320	446	766	552	588	.72	.94	696	144
No. 12	544	541	1,085	720	771	.66	.93	786	94
No. 13	237	23	530	318	348	.60	.91	522	42
No. 14	678	536	1,214	776	838	.64	.92	902	92
No. 15	552	597	1,149	762	827	.66	.92	1,008	57
No. 16	67	80	147	70	75	.50	.93	142	6
No. 17	838	272	610	383	429	.63	.90	448	40
No. 18	81	85	166	88	100	.53	.88	224	..
No. 19	163	156	319	187	207	.60	.90	224	..
No. 20	296	297	593	328	337	.55	.97	616	30
No. 21	384	410	794	537	587	.68	.92	672	40
No. 22	304	286	590	378	409	.64	.92	504	24
No. 23	123	177	300	194	218	.65	.89	184	..
No. 24	473	480	953	553	606	.60	.91	608	..
No. 25	158	140	298	141	162	.50	.87	448	24
Totals.....	6,931	7,045	13,976	8,986	9,724	.63	.92	11,857	870

*STATEMENT of the average number of pupils in attendance each month during the year ending
August 31, 1881.*

SCHOOLS.	September, 1880.												Average monthly attendance.	Average membership.	Per cent of attendance.	No. of teachers.	Average number of attendants to each teacher.	Average membership to each teacher.
	September, 1880.	October.	November.	December.	January, 1881.	February.	March.	April.	May.	June.	Average monthly attendance.	Average membership.						
High School.....	550	559	544	531	529	515	501	482	469	464	519	537	97	51	24	34		
No. 1.....	272	285	281	275	270	281	276	268	272	270	273	314	27	6	46	53		
No. 2.....	319	311	307	294	297	291	286	281	287	281	296	317	31	6	49	52		
No. 3.....	152	164	157	149	141	153	151	140	142	146	147	163	90	4	37	41		
No. 4.....	114	109	107	105	98	107	99	101	94	100	102	111	92	4	25	28		
No. 5.....	247	255	248	231	225	226	216	201	197	185	224	224	92	6	39	41		
No. 6.....	679	673	649	625	620	618	610	583	567	518	617	632	93	14	43	46		
No. 7.....	201	198	181	161	164	170	151	140	133	133	161	186	89	6	37	31		
No. 8.....	308	313	316	308	296	295	291	160	153	135	154	249	94	7	36	36		
No. 9.....	121	122	116	121	114	123	126	132	134	133	134	140	86	4	31	25		
No. 10.....	309	299	308	296	293	296	291	279	252	235	256	286	89	7	41	44		
No. 11.....	557	555	549	533	517	506	501	461	541	533	553	585	91	14	39	43		
No. 12.....	732	745	735	720	731	714	717	718	717	699	723	778	93	16	45	49		
No. 13.....	314	312	305	294	289	288	283	286	283	278	287	317	91	11	29	32		
No. 14.....	815	816	795	783	768	768	768	753	756	732	776	838	92	19	41	44		
No. 15.....	796	814	778	771	745	759	755	737	741	722	762	827	92	19	40	43		
No. 16.....	74	63	61	69	62	65	68	82	88	83	69	69	91	2	35	35		
No. 17.....	380	393	382	366	367	360	377	366	371	356	372	411	91	8	46	51		
No. 18.....	98	98	90	80	84	76	84	80	94	88	86	99	89	3	29	33		
No. 19.....	207	207	181	170	173	167	166	168	197	197	187	207	90	4	47	52		
No. 20.....	301	406	370	352	341	331	303	343	393	299	386	386	86	8	42	49		
No. 21.....	563	569	557	536	538	538	529	571	530	490	510	501	90	13	41	45		
No. 22.....	352	394	372	374	360	377	378	370	393	343	374	401	88	9	41	45		
No. 23.....	193	219	211	201	200	185	165	196	197	184	191	228	85	4	48	57		
No. 24.....	604	632	592	546	546	485	484	517	541	544	551	608	91	13	41	47		
No. 25.....	153	153	146	139	135	130	135	118	154	146	140	163	86	5	28	38		
Totals.....	10531	10494	9811	9607	9872	9654	9462	8756	8668	8278	8683	9785	91	227	38	42		

TABLE showing the attendance by periods of two months each, and the number of half-day absences, number of cases and the per cent. of tardiness for the year ending August 31, 1881.

SCHOOLS.	Number present less than two months.	Two months and less than four.	Four months and less than six.	Six months and less than eight.	Eight months and less than ten.	Ten months.	Half-day absences.	Total cases of tardiness.	Average attendance.	Percent. of tardiness.
No. 1.....	55	54	47	48	111	122	2,205	488	275	.8
No. 2.....	30	48	28	42	109	167	3,576	1,042	296	1.7
No. 3.....	62	45	33	38	95	....	3,170	584	147	1.9
No. 4.....	16	15	19	22	49	34	1,543	365	103	1.7
No. 5.....	33	46	62	47	84	93	3,704	354	224	.7
No. 6.....	50	90	115	143	179	272	7,127	335	617	.3
No. 7.....	40	41	27	37	67	63	4,216	1,123	164	3.3
No. 8.....	26	62	50	71	118	94	2,390	469	249	.9
No. 9.....	31	44	21	28	43	60	2,776	387	124	1.1
No. 10.....	58	76	66	65	95	92	4,949	308	286	.6
No. 11.....	77	103	88	86	319	93	5,952	418	552	.4
No. 12.....	98	169	102	132	353	224	9,354	1,681	723	1.1
No. 13.....	69	76	61	77	138	111	4,931	307	317	.5
No. 14.....	153	170	100	154	248	89	13,139	263	776	.2
No. 15.....	121	167	120	150	430	161	8,817	1	762	.04
No. 16.....	37	35	13	27	23	12	1,600	37	69	.4
No. 17.....	69	104	88	105	192	52	5,431	225	372	.3
No. 18.....	44	20	27	26	45	....	1,863	7	88	.05
No. 19.....	40	45	50	46	103	35	3,996	299	187	.7
No. 20.....	73	87	94	144	195	....	4,345	642	336	.9
No. 21.....	44	126	93	107	264	156	6,874	487	540	.4
No. 22.....	35	83	106	111	201	54	5,429	348	374	.4
No. 23.....	26	40	25	40	122	47	3,320	....	194	..
No. 24.....	98	170	188	98	219	180	7,612	699	551	.6
No. 25.....	79	56	42	34	87	....	2,860	287	140	.9
High School..	4	21	31	44	83	407	....	967	518	.9
Totals	1,468	1,993	1,701	1,922	3,974	2,911	121,249	12,145	8,983	.6

TABLE showing the registered number and average daily attendance of pupils for each year since 1856.

YEAR.	Number of schools.	Register number.	Increase over previous year.	Decrease.	Average daily attendance.	Increase over previous year.	Decrease.
1857	12	6,529	.....	.....	2,654	.....	.....
1858	13	7,760	1,231	.....	3,181	527	.....
1859	13	7,832	72	.....	3,418	237	.....
1860	14	8,395	463	.....	3,793	375	.....
1861	15	9,182	787	.....	4,314	521	.....
1862	15	9,614	432	.....	4,463	149	.....
1863	15	9,507	.....	107	4,531	68	.....
1864	15	8,917	.....	590	4,207	.....	324
1865	15	8,850	.....	67	4,289	82	.....
1866	15	8,924	74	.....	4,340	51	.....
1867	15	8,880	.....	44	4,373	33	.....
1868	15	9,414	534	.....	4,817	434	.....
1869	16	9,665	251	.....	5,021	204	.....
1870	16	9,933	269	.....	5,489	468	.....
1871	22	10,939	1,006	.....	6,179	690	.....
1872	24	12,060	1,121	.....	6,991	812	.....
1873	24	12,327	267	.....	7,088	97	.....
1874	25	12,460	133	.....	7,095	7	.....
1875	25	13,773	313	.....	7,340	245	.....
1876	24	13,941	1,618	.....	7,998	658	.....
1877	24	14,412	471	.....	8,564	566	.....
1878	25	14,024	.....	388	9,076	488	.....
1879	26	14,632	608	.....	9,193	117	.....
1880	26	14,049	.....	583	9,175	.....	18
1881	26	13,976	.....	73	8,986	.....	189

TABLE showing the ages of pupils in all the schools, and the number pursuing each study prescribed for the grammar and primary schools.

SCHOOLS	Five years of age.	Six years and under ten.	Ten years and under fifteen.	Fifteen years and over.	Reading.	Spelling.	Writing.	Arithmetic.	Geography.	Language.	U. S. History.	Declamation.	Composition.	Drawing.	Vocal Music.	Object Lessons.
No. 1.....	69	206	101	1	437	437	437	437	102	437	96	125	146	311	437	437
No. 2.....	11	182	213	16	422	422	422	422	339	422	...	...	...	422	422	187
No. 3.....	37	177	69	...	273	273	273	273	107	273	...	...	...	273	273	159
No. 4.....	23	106	26	...	135	135	135	135	13	135	...	...	...	103	135	156
No. 5.....	13	140	196	14	365	365	365	365	503	365	33	10	79	365	365	193
No. 6.....	49	299	488	33	849	849	849	849	578	849	183	102	243	849	849	375
No. 7.....	...	180	182	13	275	275	275	275	275	275	41	20	83	275	275	...
No. 8.....	...	201	201	11	421	421	421	421	241	421	48	46	95	399	399	215
No. 9.....	30	179	68	...	227	227	227	227	17	227	...	...	...	227	227	227
No. 10.....	44	125	68	...	452	452	452	452	260	452	70	...	...	452	452	210
No. 11.....	38	172	221	21	766	766	766	766	766	766	191	183	260	766	766	...
No. 12.....	...	67	635	64	1083	1083	1083	1083	619	1083	...	...	...	1083	1083	696
No. 13.....	211	832	512	10	1083	1083	1083	1083	519	1083	70	30	167	1083	1083	279
No. 14.....	40	238	222	30	1214	1214	1214	1214	221	1214	60	...	74	1214	1214	648
No. 15.....	3	356	694	36	1214	1214	1214	1214	686	1214	79	65	69	1214	1214	604
No. 16.....	46	351	683	39	1149	1149	1149	1149	789	1149	134	221	224	1149	1149	...
No. 17.....	23	94	281	1	147	147	147	147	43	147	...	...	...	147	147	147
No. 18.....	25	296	284	2	610	610	610	610	176	610	7	19	61	610	610	646
No. 19.....	25	101	37	...	166	166	166	166	48	166	...	...	...	166	166	118
No. 20.....	62	213	44	...	319	319	319	319	86	319	...	...	...	319	319	319
No. 21.....	...	163	893	...	583	583	583	583	335	583	17	60	60	583	583	258
No. 22.....	56	849	315	24	794	794	794	794	404	794	66	2	379	500	794	440
No. 23.....	57	375	157	1	590	590	590	590	234	590	12	44	132	590	590	404
No. 24.....	52	204	44	...	300	300	300	300	19	300	...	...	...	163	300	300
No. 25.....	62	62	210	2	853	853	853	853	290	853	...	...	...	953	953	961
No. 26.....	50	127	89	...	208	208	208	208	78	208	...	...	...	208	208	248
No. 27.....	...	...	71	514	555	555	555	555	78	555	...	...	...	500	555	...
Totals.....	1212	6869	6014	880	13975	13875	13975	13900	6719	11225	1031	1602	8415	15919	13390	7847

TABLE showing the number of promotions in all the schools during the year ending August 31, 1881.

SCHOOLS.	First year to second.	Second year to third.	Third year to fourth.	Fourth year to fifth.	Fifth year to sixth.	Sixth year to seventh.	Seventh year to eighth.	Eighth year to ninth.	Ninth year to High School.	Graduated.	Total promotions.	Percent of promotions on average membership.	Average membership.
No. 1.....	40	35	30	15	23	30	20	25	25	..	120	88	314
No. 2.....	33	28	39	36	16	17	..	..	..	..	259	81	317
No. 3.....	13	20	25	29	..	..	..	..	..	..	120	72	165
No. 4.....	35	31	12	..	..	..	..	..	..	..	78	70	111
No. 5.....	14	21	23	19	12	15	15	8	8	..	135	60	244
No. 6.....	74	86	59	86	116	41	80	53	41	..	636	97	652
No. 7.....	..	..	..	44	27	34	24	17	1	..	147	80	185
No. 8.....	..	..	..	18	20	13	47	30	15	..	242	80	265
No. 9.....	45	32	22	..	..	..	..	..	..	..	68	48	140
No. 10.....	27	28	13	..	..	..	..	..	..	..	157	50	310
No. 11.....	27	17	16	18	13	18	23	15	10	..	693	119	585
No. 12.....	..	..	43	190	129	98	96	81	56	..	582	75	778
No. 13.....	113	81	151	60	63	42	27	27	23	..	273	80	347
No. 14.....	62	53	42	48	16	17	16	8	11	..	874	104	838
No. 15.....	168	153	165	178	52	58	44	35	21	..	435	53	827
No. 16.....	41	57	104	64	25	32	19	41	52	..	68	100	68
No. 17.....	11	26	22	9	..	..	..	..	..	..	309	77	411
No. 18.....	75	93	67	47	18	8	..	..	..	..	20	20	59
No. 19.....	..	6	..	14	..	..	..	..	..	..	196	94	207
No. 20.....	109	44	43	..	..	..	..	..	..	..	199	50	893
No. 21.....	35	35	40	40	18	..	20	10	1	..	556	94	591
No. 22.....	139	106	64	87	51	38	32	24	15	..	435	107	404
No. 23.....	180	81	80	66	12	22	33	11	..	..	126	55	228
No. 24.....	30	86	30	80	..	..	..	..	..	..	543	90	606
No. 25.....	212	170	161	..	..	..	..	..	..	..	109	60	163
No. 26.....	25	80	30	18	6	..	..	..	..	..	..	..	536
High School.....	..	..	..	..	..	..	..	..	..	78	..	..	..
Total.....	1,463	1,269	1,281	1,106	617	483	496	386	279	78	7,379	70	9,734

REPORT
OF THE
COMMITTEE ON THE COURSE OF STUDY, ON SUG-
GESTIONS IN THE SUPERINTENDENT'S THIRD
ANNUAL REPORT, REFERRED BY ORDER OF THE
BOARD.

ALBANY, *March 21, 1881.*

To the Board of Public Instruction :

The Committee on Text-books and Course of Study, to which were referred several of the suggestions contained in the last report of the Superintendent of Schools, respectfully reports that the same have been duly considered and conclusions reached as set forth below.

The first suggestion considered was "that teachers prepare short Courses of Reading for the guidance of pupils." The object of this proposition is two-fold : first, to create a taste for Reading ; second, to direct that taste into proper channels. The propriety of these purposes needs no lengthy discussion. The first purpose commends itself to the good judgment of all. As to the second, the attention of thinking men has long been directed to the evil influence exerted upon rising generations by the dissemination of cheap, trashy and unhealthy literature among the young. Statistics gathered from news-rooms and publishing houses show that the circulation of newspapers, periodicals and books, sensational in style and of low moral tone, has assumed alarming proportions.


Any step which can be taken in our schools to stem the growing taste for this worthless and demoralizing literature is surely praiseworthy.

The plan proposed by the Superintendent seems to be not only practicable, but easy of execution. Your committee, therefore, recommends that the Superintendent be directed to see that teachers of every grade prepare lists of books suited to the age and comprehension of the scholars under their charge ; the lists to be submitted to the respective Principals for approval, and to be subject to revision by the Superintendent.

The second suggestion of the Superintendent was "that oral spelling be practically abolished." While assenting to the argument in favor of this step adduced by the Superintendent in discussing this subject in his last report, your committee are of the opinion that this is a purely professional matter, and as such, should be left to the teachers for discussion and decision. While it is evidently the province of the Board to prescribe the Course of Study to be pursued in the schools, it is equally evident that the methods by which that Course of Study is to be carried out should be determined by those who have made, or should make, these methods a constant study. Your committee, therefore, suggest that this and all similar questions be left with the Superintendent, the Principals and other teachers of experience.

Before making any recommendation as to the third suggestion, viz.: "that the Course in Arithmetic be reduced by a pruning of the text-book," your committee would prefer that a definite scheme, setting forth what it is proposed to omit and retain, be submitted. It is suggested, therefore, that the Superintendent and Principals be requested to prepare such a scheme, if they can agree upon one, and submit it to the Board for consideration.

Your committee heartily endorses the suggestion that decisive steps be taken to improve the Penmanship of the schools. The Superintendent has informed your committee that considerable interest has been awakened in this subject by extending the use of pen and ink into lower grades, by giving model lessons at grade meetings, by giving prominence to Penmanship in the semi-annual examinations, and by furnishing ruled slates for the First and Second Year classes.



Your committee believes by continuing these measures, and especially by giving Penmanship due weight in deciding all promotions, great improvement will follow. Your committee do not feel warranted in recommending the employment of a special teacher in Penmanship.

Your committee recommends that the series of grade meetings begun last year be continued until the Board otherwise directs. As a means of arousing enthusiasm, these meetings have been very successful. Your committee knows of no other device for furnishing instruction in the theory and practice of Teaching as well adapted to supply the want of a regular Teachers' Normal Class, or a Normal department in the High School.

Respectfully submitted.

A. S. DRAPER,
PETER J. FLINN,
HERMAN BENDELL.

ESTABLISHMENT
OF
THE EASTON MEDAL.

At a regular meeting of the Board of Public Instruction, held May 16, 1881, the following proceedings took place.

The President called upon Mr. Flinn to take the chair, and then retired from the meeting.

Whereupon the Secretary read the following communication :

ALBANY, May 16, 1881.

To the Board of Public Instruction :

GENTLEMEN : I have deposited in the Albany Savings Bank, to the credit of the Board of Public Instruction, or its successors, the sum of four hundred dollars, as a trust fund, to be held by said Board, and the net annual income to be applied to the purpose named in a note which I had the honor to address to Professor John E. Bradley, Principal of the High School, and dated June 28, 1876, and of which the following is a copy :

"ALBANY, June 28, 1876.

"Professor JOHN E. BRADLEY,

"Principal of the Albany High School :

"DEAR SIR :—I have observed, with great satisfaction and pleasure, the excellence of the essays of each succeeding graduating class of the Albany High School.

"Impressed with the great importance and value of this department of culture, I wish, if possible, to extend to the lower classes of the institution, the incentive now held out to the Senior class alone. For this purpose, and to give permanence to the object I have in view, I place in trust with the Board of Public Instruction of this city, a fund, the interest of which, shall be appropriated annually, to provide a gold medal of the same value as those now given to the Senior class, to be awarded to the

member of the Junior, Second or First Year class, who shall write the best essay on such subject as shall be assigned and under such rules and conditions as shall be prescribed by the faculty of the school.

“Very respectfully,

“Your obedient servant,

“CHARLES P. EASTON.”

(Minutes of Board of Public Instruction for 1876, page 651.)

As the medal has been awarded heretofore under rules and conditions prescribed by the Principal of, and Executive Committee on, the High School, it is my desire that they shall continue to discharge that duty in the future.

A warm love for the High School and an earnest desire to promote its welfare, I assure you, inspires this small gift, and I ask you, gentlemen, to accept the gift and the trust in the spirit in which it is offered.

Should any circumstances arise in the future which would prevent the fulfillment of the trust, or should there ever be a diversion of the funds thereof to any purpose except the one indicated above, it is my wish that the funds shall then revert to my heirs.

Very respectfully,

Your obedient servant,

CHARLES P. EASTON.

Signed in presence of

CHARLES W. COLE.

Thereupon Mr. McCall offered the following resolutions, which were unanimously adopted :

Resolved, That the communication of our worthy President, just read, be printed in full in the minutes of this meeting.

Resolved, That this Board accepts the trust so generously offered, and will execute the same in accordance with the expressed wishes of the donor.

Resolved, That the thanks of the members of the Board be conveyed to the President for the liberal gift with which he has endowed the High School.

The President then resumed the chair.

RESOLUTION

ADOPTED BY THE

BOARD ON THE OCCASION OF THE VISIT OF GEN.
GRANT IN FEBRUARY, 1881.

By Mr. McCall :

WHEREAS, General Ulysses S. Grant, who has endeared himself to the American people in his efforts for the preservation of the republic, has accepted the invitation of the Governor to visit him at the executive mansion ; and,

WHEREAS, It is eminently proper that our appreciation of his great service to the Union should be publicly manifested ; therefore, be it

Resolved, That the President of the Board be directed to extend a cordial invitation to the Governor and his distinguished guest to visit the schools under our control and to arrange, if possible, for an hour and place to enable the members of the Board in a body to pay their respects to them.

Gen. Grant's letter in reply to the above :

NEW YORK CITY, *January, 14, 1881.*

Chas. P. Easton, Pres. Board of Public Instruction :

DEAR SIR—Your letter of 11th inst., inviting me to visit the Albany High School some day during my expected visit to Albany, was duly received. It will be impossible for me to accept any more invitations in Albany in advance of my arrival there, because I do not know what may be already arranged for me during my short stay.

Very truly yours,

U. S. GRANT.

NOTE.—Through the courtesy of Gov. Cornell, whose guest he was, Gen. Grant was enabled to accept the invitation of the Board. An account of his visit to the High School will be found in the report of the Superintendent of Schools.

ACTION OF THE BOARD

ON THE

OCCASION OF THE RESIGNATION OF WILLIAM L. MARTIN,
PRINCIPAL OF SCHOOL NO. 7.

ALBANY, *December 14, 1880.*

To the Board of Public Instruction :

GENTLEMEN—I hereby resign the principalship of School No. 7, to take effect at the close of the present month.

In relinquishing a position which I have held for nearly thirty-seven years, allow me to express to the members of the Board my gratitude for the kindness and courtesy extended to

Your obedient servant,

W. L. MARTIN.

Mr. Hoyt moved the adoption of the following minute :

In view of the resignation of Wm. L. Martin, principal of School No. 7, just accepted by the board, the following minute is adopted :

Mr. Martin has been for nearly thirty-seven years the valued, efficient and faithful principal of one of our most important public schools. In accepting his resignation, the members of this Board express their regret that his infirmities and declining health make such a step necessary ; and they desire to record their high appreciation of his qualifications as a teacher and principal, and the devotion and zeal which he has brought to the discharge of his duties. The evidence of his success as a teacher is to be found in the large number of his former pupils who are now occupying positions of honor and influence in mercantile and professional life in our own city and elsewhere.

In dissolving the connection which has so long existed, the members of this Board express their earnest hope that he will enjoy the quiet, rest and retirement to which he is entitled by so many years of laborious service.

The minute was adopted by a unanimous rising vote.

Mr. Draper moved that the Secretary be directed to transmit a copy of the foregoing minute, suitably engrossed and framed, to Mr. Martin.

The ayes and nays were called, and the motion was unanimously adopted.

At the request of the Board, Mr. Martin continued to serve until the close of the school year. He was originally appointed May 1, 1844. His service closed June 30, 1881, thus embracing a period of over thirty-seven years.

ACTION OF THE BOARD
ON THE OCCASION OF THE RETIREMENT OF PRESI-
DENT EASTON, MAY 16, 1881.

Mr Fliun having premised that this pleasant office had been deputed to him by his associates, addressed the retiring President as follows :

MR. PRESIDENT : It has appeared fitting to your colleagues in this Board that on this occasion, when you are about to retire from the office which you have occupied for so many years, that some formal action should appear upon our records expressive of our sentiments. We believe, sir, that we voice the feelings not only of our own limited number, but also those of the entire community, in extending to you most sincere and heartfelt thanks for the earnest devotion you have given during all these years to the educational interests of this city. It is the privilege of few men to occupy, for so long a period as you have, so eminent a position of usefulness, and to become so thoroughly identified with the system of which you have been a guardian and promoter. A rapid glance at the growth of that system during the nearly sixteen years of your service, for your connection with the schools began July 5, 1865, or about one year before the organization of the Board, will not be here inappropriate. At that date, there were fifteen schools and ninety-nine teachers; now there are twenty-six schools and two hundred and twenty-nine teachers; then the total number of pupils was less than nine thousand; now it is more than fourteen thousand; the average attendance was then about four thousand; now it is over nine thousand—that is, it has more than doubled. But these figures, sir, are too cold

and lifeless to express the moral and intellectual progress of this epoch in the history of the schools of Albany. Any intelligent citizen, familiar with the character and condition of the schools prior to 1866, will bear witness to the grand advance they have made in efficiency and healthful influence. In energizing and directing the forces that have brought about these beneficent results, it is no injustice to others to say that no one has borne a more effective part than yourself. Sixteen years of continuous devoted service have made you a centre of influence bounded only by that of the system which you have done so much to upbuild.

When one man has for so great a period been so important a factor in the administration of a great public trust, there will always be some special field of effort with which his name will be indissolubly connected. Nor is your career as an administrator of public education an exception. While the interests of the other schools have constantly shared your fostering care, the High School has always been the object of your special concern. No one among its projectors was more earnest and enthusiastic, more farseeing and sagacious.

When the institution was struggling against a powerful adverse sentiment in this community, you labored unceasingly to establish it upon the rock of sound public opinion; and since its future has been made secure you have never ceased in your efforts to promote its efficiency. Well have your labors and those of your coadjutors been repaid. The scholarship and character of all the schools have been high uplifted by the stimulating influences of the High School. Over five thousand children have already enjoyed the inestimable privileges of its instruction, while five hundred and sixty-four graduates have gone forth from its halls, well armed and equipped for the battle of life. Surely these sons and daughters of the High School will ever hold you in affectionate remembrance.

So far, we have spoken of your relations to the schools. It remains only to advert to your relations to us as presiding officer. It is a great pleasure for us to put upon record the high estimate

we place upon your performance of difficult and often embarrassing duties. During the seven years of your presidency, we feel that you have performed those duties with an eye single to the important interests committed to our charge; and that we and the community which we represent owe you a lasting debt of gratitude for the fidelity with which you have fulfilled your trust. And now, when you are retiring from the scenes in which you have borne for sixteen years so large a part, be assured that you bear with you the kindest feelings of your associates, who wish you Godspeed in your future career.

Whereupon Mr. Easton addressed the Board in the following language :

GENTLEMEN OF THE BOARD OF PUBLIC INSTRUCTION : It is a pleasant custom that dictates on the retirement of the presiding officer of deliberative bodies, such action as that which you have just taken. While the compliment may not always be deserved by the recipient, it gives expression to the courtesy and kindly feelings of his associates at the hour of parting. Such a token of respect, coming as it does, in this instance, from those with whom I have been long and intimately associated in the performance of arduous and gratuitous public services, is very pleasant to my feelings, and I assure you, gentlemen, that I am very grateful for this evidence of your respect and esteem.

In many respects the Board of Public Instruction is the most influential and powerful organization in our city government. I am aware that men are disposed to attach greater importance to institutions with which they are intimately identified, than they really deserve ; but who can over-estimate the importance and value of public education under our republican form of government? Its strength and perpetuity depends upon the virtue and intelligence of the people. The public schools must always occupy a place of great influence and power, and the organization that has the direction and control of them, has a corresponding position of influence and responsibility.

To have been called upon by my associates, without seeking or solicitation on my part, to fill the position of president of a body so influential and powerful, for so many years, is an honor which I esteem most highly and of which I am greatly proud. That I have made mistakes and have been guilty of many shortcomings in the discharge of the responsible and often delicate duties devolving upon the presiding officer of this body, that I have often erred, I doubt not, but believe me, when I say that the errors have been those of judgment, the fault of the head and not of the heart.

I congratulate you, gentlemen, upon the present prosperous condition of the schools of our city. They will, in all respects, favorably compare with those of any other city in this State or the United States. Their steady growth for the last fifteen years has produced and perfected educational results beyond even most sanguine hopes. The establishment of the High School, after much tribulation and opposition, I consider one of the principal aids that we have had in making our whole system produce the present satisfactory results, for while it confers great benefits on those who enjoy its advantages, it also has had a most salutary influence upon every department of schools of the city. I am happy in the belief that it has passed through the period of warfare and that it is now firmly established in the pride and affection of our citizens.

Again thanking you, gentlemen, for your many acts of kindness for the honor and consideration you have shown to me, I bid you, one and all, farewell.

Mr. McCall moved that the remarks of Mr. Flinn, and the response of Mr. Easton be embodied in full in the minutes of this meeting.

The Secretary, by permission, put the question, which was adopted unanimously.

REPORT

OF THE

HIGH SCHOOL COMMITTEE ON ADMISSIONS.

ALBANY, July 7, 1881.

To the Board of Public Instruction :

The Executive Committee on the High School respectively reports that the annual examination of candidates for admission to the High School was held at Grammar Schools Nos. 6, 11, 12 and 14, on the 14th, 15th and 16th of June.

The number of candidates offered by the several schools was as follows :

From School No. 2	25	From School No. 12	23
" " 5	12	" " 13	11
" " 6	41	" " 14	21
" " 7	3	" " 15	52
" " 8	15	" " 20	12
" " 10	10	" " 21	15
" " 11	55	From other schools	18
Total			313

The Regents' questions were used in arithmetic, grammar, geography, spelling and history of the United States. Twenty-eight questions were submitted in arithmetic, eighty in grammar, sixty in geography and twenty in history ; one hundred words were used as a test in spelling. In addition to the above, the candidates were examined in drawing and music.

Your committee has caused a careful examination of the papers of each candidate to be made, and now reports the following named persons as admitted to the High School, to wit:

(The list of names is omitted.)

Recapitulation.

SCHOOLS.	Number of Candidates.	Number passed.	Number rejected.	Regents' Scholars.
School No. 2.....	25	25	.....	20
" 5.....	12	8	4	1
" 6.....	41	41	.....	30
" 7.....	3	1	2	.....
" 8.....	15	15	.....	8
" 10.....	10	9	1	5
" 11.....	55	55	.....	46
" 12.....	23	23	.....	17
" 13.....	11	11	.....	4
" 14.....	21	21	.....	18
" 15.....	52	52	.....	35
" 20.....	12	1	11	.....
" 21.....	15	15	.....	13
Other schools.....	18	14	4	3
Totals.....	313	291	22	200

HERMAN BENDELL,
P. J. FLINN,
GEO. B. HOYT,
J. A. McCALL, JR.

ANNUAL REPORT
OF THE
COMMITTEE ON THE HIGH SCHOOL

The Executive Committee of the Albany High School submit the following report :

Since the establishment of the High School, as such, it has been customary for its Executive Committee to present annually a *resumé* of the work that has been done during the previous year. In this manner is made public the advance which the school is yearly making. For the past seven years this committee has had at its head a gentleman who is universally known as one of the best friends of the public school system, and whose loss in the capacity of member of the Board of Public Instruction and chairman of the Executive Committee of the High School, the citizens of Albany will deplore. Mr. Charles P. Easton was profoundly interested in the welfare of the High School, and having mastered all the details of its management, he was fitted to discharge the duties which devolved upon him with precision and benefit. It is a subject of regret that the institution will no longer be able to avail itself of his services which he so willingly contributed during the years in which the school was under his official supervision. It is, however, to be hoped that in severing his immediate connection with the Board of Public Instruction he will retain a warm attachment to the institution which he has served so long and so well.

Under the judicious training of Mr. Theodore C. Hailes, the pupils of the High School for the past three years have made excellent and rapid advances in the study of industrial and free-

hand drawing. The question of making it an optional study was discussed in the report of the Executive Committee a year ago. Prof. Bradley, when asked recently to give his view concerning the matter, stated as follows: "This has been done to some extent; but in this matter, as in all others, a study which is not required of all takes a very subordinate place in the pupil's thought, and too often is entirely rejected. As scholars grow older and are better able to appreciate the utility of such a study as drawing, their taste and preference may be more safely followed." Following this idea of Prof. Bradley, a few of the higher classes have been permitted to discontinue the study, but it is still required of all members of the two lower classes. While care should be taken that drawing does not interfere with the pursuit of studies in other branches, it must still be looked upon as a valuable acquisition in education, and it is our view that a liberal policy should be maintained regarding it. The person who can draw with a ready skill holds an accomplishment which must be looked upon as important. It is a possession which can be made use of in any pursuit of life, and which is essential to a great many. If mechanics and artisans were all skilled in the art of drawing they would not be receiving the inferior wages of which so many of them now complain. It has been estimated, by competent authorities, that the productive efficiency of every machine shop would be increased one-third if all mechanics could read drawings so as to work by them. Recently a day was set aside for the exhibition of drawings made by the scholars in the High School and other schools. Many of our citizens attended and attested to the progress made, and the Albany papers all spoke of it as a highly creditable sample of the work done in our institutions. The chairman of the Committee on Music and Drawing, Commissioner John H. Lynch, recognizing the value of such an attainment, and desirous of stimulating the pupils of the High School in this department, has offered a gold medal to the pupil presenting the best design. This prize has been awarded by a committee of experts.

The annual oral examinations took place June 9, 10, 13 and 14, and were conducted in the presence of committees of prominent citizens, whose reports will furnish the result of these tests more in detail than could be given in this report.

The most important examination of the year, and the one which benefits the school also in a financial manner, is that instituted by the Regents of the University ; the advanced examinations being but of recent date and conveying matter of sufficient interest, we append the scheme in full, in order that those who read the report may be able to judge of the desirability of these tests :

“§ 2. The advanced examination is designed to furnish a suitable standard for graduation from the academies, and of preparation to enter college. It is arranged for two courses of study, called the Academic course and the College-entrance course, and a diploma is granted on the completion of either.

“ ACADEMIC COURSE.

“§ 3. The studies are arranged in three groups, termed the Intermediate Group, Group i, and Group ii. A certificate of progress is given to the student who has passed in all the subjects of the Intermediate Group. Any student who has received this certificate, and, in addition has passed a satisfactory examination in any four of the studies of Group i, and any four of Group ii, will be entitled to receive the Regent's Academic Diploma.

“Intermediate Group.—Algebra through quadratic equations, American history, physical geography, physiology and hygiene, plane geometry, rhetoric and English composition.

“Group i.—Book-keeping, botany, geology, history of Greece, moral philosophy, political economy, science of government and zoology.

“Group ii.—Astronomy, chemistry, English literature, history of England, mental philosophy, physics, plane trigonometry and history of Rome.

"Substitutes.—It is allowed to those who desire to combine the study of languages with this course, to make the following substitutions, viz. : *Cæsar's Commentaries*, including the elements of Latin for any three subjects; French translation, German translation or Virgil's *Æneid* for any two subjects; and Sallust's *Catiline*, Virgil's *Eclogues* or Cicero's *Orations* for one subject, *except* that for at least two subjects in Group i, and two in Group ii, and for algebra, geometry and American history, no substitution will be allowed.

" COLLEGE-ENTRANCE COURSE.

"§ 4. The studies are so arranged as to comprise the requirements for admission to the freshman class of the best colleges. A certificate of progress is given when the examinations in algebra, plane geometry, American history and *Cæsar's Commentaries* are passed, and the diploma on the completion of the entire list, which is as follows :

"Mathematics.—Algebra through quadratic equations, plane geometry.

"Latin.—Four books of *Cæsar's Commentaries*, Sallust's *Catiline*, six books of Virgil's *Æneid*, Virgil's *Eclogues*, Cicero's orations against *Catiline* and the orations for *Archias* and the *Manilian law*, Latin prose composition.

"Greek.—Three books of *Xenophon's Anabasis*, three books of *Homer's Iliad*.

"Miscellaneous.—American history. Questions on classical geography and antiquities, as well as on Latin and Greek grammar, are included in the examinations on the authors."

The amount received from the Regents during the past year exceeds the apportionment of any previous year. It was \$2,603.86, of which \$2,403.86 was apportioned from the income of the literature fund, on the basis of the number of Regents' scholars, and \$200 from the special appropriation for books and apparatus. The largest sum obtained by any other institution in the State was \$1,950.75.

We agree with the committee that has preceded us, that physical training should be encouraged in every way, and would suggest that the Board cease not in its endeavor to obtain the use of the lot on the east side of the school building for a play ground and gymnasium.

General U. S. Grant, accompanied by Governor Cornell and the State Superintendent of Education, Hon. Neil Gilmour, honored the school by a visit a few months ago. Exercises were listened to in the main hall, and the visitors expressed themselves as being highly pleased with the management of the institution and with the perfect arrangements of the building itself.

The statistics of attendance for the past year are as follows :

Whole number of scholars.....	583
Senior Class.....	73
Junior Class.....	97
Second Year Class.....	129
First Year Class.....	214
Per cent of attendance.....	96.5
Number of Regents' scholars.....	455

The continued sympathy of the citizens of Albany with the High School, will insure for it years of prosperity. We doubt not that an institution bearing such fruit will be protected and fostered by those who appreciate the value of an education.

Respectfully submitted.

HERMAN BENDELL,
P. J. FLINN,
GEORGE B. HOYT,
JOHN A. McCALL, JR.

THIRTEENTH ANNUAL REPORT
OF THE
PRINCIPAL OF THE ALBANY HIGH SCHOOL.

ALBANY, *September 1, 1881.*

To the Board of Public Instruction of the City of Albany:

GENTLEMEN—In accordance with the by-laws, I have the honor to submit the Thirteenth Annual Report of the Albany High School.

It will be seen from the tables of attendance that the number of students, as compared with last year, is slightly diminished. The total enrollment for the year 1879-80 was 595 ; for the year 1880-81 it was 583. This appears to be accounted for by the increased activity in business and consequent demand for boys in industrial and commercial pursuits. During the period of commercial depression, many parents finding no employment for their sons availed themselves of the opportunity to keep them in school. But when business revived and openings in shops and stores were constantly presented, it was to be expected that many boys would be withdrawn from school to fill the places so afforded. This view seems to be confirmed by the experience of other schools, some of which have suffered very considerable loss in attendance, and also by the fact that while the number of boys in the school has slightly fallen off, the number of girls has somewhat increased, as will be seen by reference to the statistical table, the total enrollment of girls being 362, twenty more than last year. The decrease in the number of pupils is so slight as scarcely to require mention, except as it may indicate causes which are at work and which may serve to produce a further reduction in our num-

bers if the present demand for boys for business and manual employment continues. On the other hand it is worthy of note that Albany has long had by far the largest high school of any city of its size in the country.

The ordinary work of the school has been accomplished without interruption during the year and scarcely calls for discussion. In a former report reference was made to the fact that few of the important interests of the school can be exhibited in an annual report. Statistics of attendance are useful as indicating the extent and regularity with which instruction is received, but they cannot reveal the mental growth of the pupil nor to any great extent the devotion and success of the teacher. The intellectual development and equipment, the change in the habits of thought, the progress from childhood to maturity which are effected during the years spent in the High School are most obvious and often surprising, but no analysis can set forth in their order the varied but powerful influences by which these changes are produced. Discussion of educational topics cannot depict the systematic and painstaking processes by which our whole corps of teachers are seeking to quicken the thought and refine the taste of their pupils. It is easy to report that some eighty classes are daily instructed by faithful and competent teachers, but the record of the discouragements with which each teacher contends and especially of the benefits conferred upon their pupils must necessarily remain unwritten.

EXAMINATIONS.

A subject much discussed among educators is the frequency with which examinations should be held and the best mode of conducting them. There has been a strong reaction in some quarters against the severe tests almost constantly applied a few years ago, and especially against too long sessions. Written examinations have certain important advantages; so also have oral examinations. But in the continuous use of either kind exclusively serious objections are likely to arise. We have found that

by combining both methods the best results were secured. Both our "Annual" and "Semi-Annual" examinations are first written—a uniform test of proper severity for the whole class, and second, oral—testing the ability of each student to give a clear and complete statement of what he has been taught, and also in a broader view, giving an indication of what mastery the class as a whole have made of the entire subject. With reference to the oral examinations it is only necessary to state that examining committees of prominent citizens attended the oral examinations at the close of the year, and made extended reports upon the condition of the classes in the various departments of instruction. These reports were published in the merit roll. Twelve committees kindly consented to serve the institution in this way. In conducting the written examinations, we have been greatly aided by the action of the Board of Regents extending their examinations into the academic branches. This action was first taken several years ago, but was so partial and restricted as not to yield its full benefit until this year, when the Regents consented to issue examination papers, at each examination, in all the subjects included in their curriculum. This enables the various schools subject to their visitation to hold examinations in all the studies, or such of them as each elects at each of the three Regents' examinations as best suits the convenience of the different institutions. About two hundred and forty academies and high schools are subject to the supervision of the Regents. Some of them are large, and have full courses of study; some are small and narrow in their range of instruction; and some were established for special purposes, and limit their work to a particular department. No uniformity in the time of taking up or completing the different academic branches exists or could exist. It was therefore an important and valuable concession to the secondary schools of this State, when the Board of Regents consented to permit the examinations to be held either in November, March or June, as the circumstances of each institution made advisable. The result has been to stimulate these examinations,

and induce many schools to adopt them which had not previously done so. About one hundred and seventy-five institutions now hold the Regents' academic examinations. As these higher examinations may be said to have originated with the Albany High School, and to have been established by its special efforts, it is gratifying to report that they have also been greatly strengthened by the act of the Legislature amending the laws relating to the distribution of the income of the literature fund, so that a portion of the money disbursed to the high schools and academies of the State should be based upon the results of these examinations. Several of the colleges of the State have already agreed to admit, without further examination, all candidates who hold the Regents' diploma; and it is expected that the others will take similar action. The number who have passed these examinations during the past year in each study is as follows :

Algebra	49
Botany	17
Cæsar	63
Chemistry	37
Cicero's Orations	22
English Literature	15
Geometry	54
History, general outlines	5
History of Greece	29
History of Rome	93
Homer's Iliad	10
Latin Prose Composition	25
Mental Philosophy	45
Moral Philosophy	43
Physics	7
Physiology	52
Physical Geography	96
Political Economy	28
Rhetoric	29
Sallust's Catiline	9

Trigonometry	24
Virgil's <i>Æneid</i>	40
Virgil's <i>Eclogues</i>	15
Xenophon's <i>Anabasis</i>	23
Zoology	41

AMOUNT RECEIVED FROM THE REGENTS.

The sum of \$200 was received from the Regents for the purchase of apparatus and books of reference on condition that the Board of Public Instruction would appropriate a like sum for the same purpose. By an ordinance of the Regents, passed two or three years since, it was directed that institutions which had received \$750 within ten years, should be debarred from further participation in this distribution for a term of ten years; but it was also ordered that \$1,000 should be divided among the schools subject to the Regents in proportion to the number of academic scholars. It is a significant fact that of this sum (\$1,000) the Albany High School is entitled to receive a little more than \$200.

Amount apportioned by the Regents of the University to the Albany High School.

January, 1874. For free instruction	\$2,223 00
November, 1874. From literature fund	1,286 50
January, 1875. For apparatus, etc	250 00
January, 1875. For free instruction	1,342 00
January, 1875. From literature fund	2,448 57
December, 1875. From literature fund	1,683 58
February, 1876. For apparatus, etc	250 00
December, 1876. From literature fund	1,942 18
January, 1877. For apparatus, etc	250 00
January, 1878. From literature fund	2,064 12
January, 1879. From literature fund	2,332 19
January, 1880. From literature fund	2,233 07
January, 1880. For apparatus, etc	200 00

January, 1881. From literature fund.....	\$2,403 86
January, 1881. For apparatus, etc.....	200 00
Total amount received since January, 1874..	<u>\$21,110 07</u>

This sum should be deducted from the expense of the school for the same period, in order to exhibit the real cost to the city.

The number of "Academic Scholars" — that is, those holding Regents' preliminary certificates — in the institution each year since it was received under the visitation of the Regents has been as follows :

1872-73.....	130
1873-74.....	250
1874-75.....	320
1875-76.....	348
1876-77.....	401
1877-78.....	447
1878-79.....	455
1879-80.....	501
1880-81.....	496

TABLE exhibiting the result of each preliminary examination held by the Regents since the institution was received under their visitation.

DATE OF EXAMINATION.	NUMBER PASSED.		
	Boys.	Girls.	Total.
September, 1873.....	57	73	130
November, 1873.....	51	24	75
February, 1874.....	18	29	47
November, 1874.....	27	29	56
February, 1875.....	41	44	85
June, 1875.....	32	52	84
November, 1875.....	19	16	35
February, 1876.....	13	7	20
June, 1876.....	32	36	68
November, 1876.....	15	44	59
March, 1877.....	31	40	71
June, 1877.....	43	32	75
November, 1877.....	14	28	42
February, 1878.....	32	28	60
June, 1878.....	15	9	24
November, 1878.....	61	76	137
February, 1879.....	13	16	29
June, 1879.....	44	40	84
November, 1879.....	24	16	40
February, 1880.....	27	67	94
June, 1880.....	86	102	188
November, 1880.....	9	6	15
March, 1881.....	8	6	14
June, 1881.....	69	112	181

CERTIFICATION OF TEACHERS — SPECIAL PREPARATION.

Examinations of candidates for teachers' certificates have been held two or three times a year under the direction of the Committee on Examinations. These examinations have been largely attended by the graduates of the High School. It is respectfully

recommended that, in future, certificates be granted without examination to those of our graduates who have completed the course so creditably as to stand in the upper half of their class in the average for the course. It is obvious that such a decision would greatly benefit the school by affording a powerful incentive to superior scholarship. A large proportion of our students have teaching more or less definitely in view. The knowledge of the fact, that by attaining a certain creditable standing a teacher's certificate could be secured, would do much to stimulate the industry and ambition of students who desire to teach, and would also inspire the few who do not expect to teach with a like spirit of endeavor. Moreover, no single examination affords as thorough and satisfactory a test as the daily record of four years, covering so wide a range of subjects of study. It is strangely but strikingly true, that the best scholars among our graduates fear the nervous strain of this examination far more than the poorest scholars. As then, the adoption of this suggestion will be a kindness to the scholars, a benefit to the school, and especially as it will tend to place the most capable and deserving of the graduates in the position of teachers, it is hoped that it will be favorably considered.

If, in the same way, a plan could be devised and carried into effect by which those holding teachers' certificates might be enabled to get some practice before they are appointed to positions, it would serve an important purpose. The great difficulty with young teachers is not lack of knowledge, but of the ability to impart it. They understand perfectly well that a class should be kept quiet and attentive, but skill in securing good order comes with experience. It often happens that, for want of a little practice under favorable conditions, young teachers become greatly discouraged or even fail. An opportunity to serve a brief apprenticeship is eminently desirable. The proposition to form a post-graduate or normal class each year, provided adequate arrangement is made for practice under suitable supervision, could not fail, if adopted, to yield good results. Superintendent Cole has given this matter much attention and fully appreciates the desirability of such ex-

perience and special training as are here referred to. I will gladly unite with him in carrying out any provision of this kind which the Board of Public Instruction will make. It seems to be the opinion of the best normal school men as well as of others favorably situated to judge that the school of practice is the essential element in the success of such a class.

DRAWING.

Drawing has now been taught in the High School for three years. At the beginning of another year we shall have pupils in this branch in every class. We may however reasonably expect improvement for several years, and advancement to departments of drawing not yet reached. The subject was so new and the best ideas of its most prominent champions throughout the country so crude that it has been necessary to take our steps somewhat tentatively. It seems safe to say that no serious mistakes have been made, and no one who attended the exhibition of drawings near the close of the year, and inspected the work done by our pupils, will question that very creditable results have already been attained. In a former report, the importance and practical value of a ready skill in drawing were emphasized. While care should be taken that this does not interfere with other branches of school work, no one will now deny that it should have a prominent place. In this connection it should be stated that the generous provision made by the Committee on Drawing and the Board, was supplemented by the chairman of the Drawing Committee, Mr. John H. Lynch, who early in the year offered a medal to the scholar who should produce the best drawing. No doubt much of the excellence of the drawings shown at the exhibition was due to the encouragement afforded by this generous offer. The medal was awarded by a committee of experts, consisting of Messrs. Adolph Fleishman, John B. Halcott and F. J. Lawrence, to Miss Della B. Moseley. Honorable mention was also made of the drawings of Misses Libbie Bortle, Irene Overton, Alice L. Hotaling, Alice M. Duncan, Grace Templeton, Mary La Monte, Arthur H. Lloyd and Robert Dougé.

EXAMINATION PAPERS.

The following examination papers are inserted as specimens of those given by different teachers in their own examinations. Most of them were used at the semi-annual examination, when no Regents' papers were available.

POLITICAL ECONOMY.

January, 1881.

1. What is a protective tariff ?
2. Principles on which a revenue tariff are laid, and why ?
3. Advantages and disadvantages of raising money by indirect taxes ?
4. Show that values can never rise or fall equally.
5. Explain fully the effect of the introduction of machinery on laborers.
6. Give the most weighty argument in favor of protection.
7. What are the principal causes that tend to lessen the cost of production ?
8. In what department of industry, and why, is the cost lessened the least ?
9. Define capital, labor, and natural agents.
10. Explain the nature of money and its uses.
11. Advantages and disadvantages of a division of labor ?

GENERAL HISTORY—*Junior Classical Division.*

January 31, 1881.

(Time spent, $1\frac{1}{2}$ hours.)

1. Define history—its relation to nations.
2. Concerning "Aids to History ?"
3. Which is the real "historic race," and what are its branches?
4. Why is the *Aryan* considered superior to the Semitic branch ?
5. Concerning "Historic Areas."
6. What is the earliest date with which history properly begins, and with what two civilizations ?

7. About what period can be assigned as the beginning of Egyptian history, and from what sources do we derive our knowledge?

8. What was the period of their greatest splendor and when did their power begin to decline?

9. Mention the nations who in turn conquered Egypt.

10. What civilization antedated the Egyptian—how long and on what evidence does it rest?

11. Outline the Babylonian kingdom.

12. About what period does the history of Phœnicia begin, and what importance does it hold in the history of civilization?

13. What locality is assigned by scholars as the first seat of the Aryan race?

14. Give a brief sketch of the Hindoos.

15. When do the Persians first come into notice, and in connection with what other nation?

16. Who were the most able of their monarchs, and when did their empire decline?

17. What do you understand by the "Middle," and the "Dark" ages?

18. What are the four great divisions of the Aryan race—with which does Ancient History deal? with which Modern History?

19. What was the order of their migration, and what evidence supports the theory?

20. When was the influence of the Teutonic race first felt?

21. When does the Slavonian race appear and what modern nations are its representatives?

22. When did Justinian live, and for what noted?

23. Concerning Charlemagne?

24. Concerning Mahomet?

25. What gave rise to the Feudal system, and when and by whom was it introduced into England?

26. What influences undermined and finally overcame it?

27. Outline briefly the crusades, giving the names of the leaders, and the result.

28. What causes tended to produce that state of affairs called "the Dark ages?"

29. What marked an age of revival from this condition, and to what causes may it be traced?

GEOLOGY.

January 27, 1881.

1. To what age do the rocks, upon which Albany stands, belong?
(1) credit.

2. What fossils characterize the Devonian age? (1)

3. What is the composition of coal? (2)

4. In what relation do bituminous coals stand to anthracite? (1)

5. Where are the principal coal fields of the world? (4)

6. What is a fossil? (1)

7. At what rate does the temperature of the earth increase as we descend? (1)

8. Why is this rate of increase unreliable as regards the determination of the depth at which the rocks would melt? (4)

9. Define dip and strike. (2)

ZOOLOGY.

January 27, 1881.

1. Give two important distinctions between animals and plants.
(2) credits.

2. What is homology? (1)

3. Mention two characteristics by which we may distinguish between birds and reptiles? (2)

4. Why can cats see better in the dusk than human beings? (1)

5. How do serpents poison in biting? (2)

6. How may we distinguish between butterflies and moths? (1)

7. Give examples of:—

A digitigrade.	} (6)
A plantigrade.	
An amphibian.	
A univalve.	
A bivalve.	
A marsupial.	

8. How many legs has an insect? (1)

HISTORY—*First Division.*

1. Give the results of the Persian wars with Greece.
2. Of the Peloponnesian wars.
3. Of the Macedonian wars under Philip.
4. Of the campaigns of Alexander.
5. What brought Greece under Roman rule?
6. Give brief account of the civil war which led to the establishment of the Roman empire under Augustus.
7. Causes which led to the downfall of the Roman empire.
8. Show the steps by which the Plebs gained equal political power with the Patricians.

PLANE TRIGONOMETRY—*Junior Class.*

February, 1881.

1. Define trigonometrical tangent and cosine.
2. Draw functions of arc in second quadrant.
3. Give algebraic signs of No. 3, and reasons for signs of tangent and cosecant.
4. Derive $\tan x = \frac{\sin x}{\cos x}$.
5. Give and derive formula for cosine of difference of two arcs.
6. Give and derive formula for $\sin 2x$.
7. Given $\sin 37^\circ = .6$, find $\sin 74^\circ$.

Second Paper.

1 and 2. In calculation of table of nat, sin and cos, give the calculation of sine of $13^\circ 16'$ and $33^\circ 16'$, deriving the formulas used in the calculation.

3. Cases of plane triangles.

4. In right triangle ABC . A the right angle, given the sides " b " and " c ," solve the triangle, applying log's to one operation.

5. What case of plane triangles is ambiguous? When is it? When is it impossible?

6. Write an absurd problem under each of three cases of plane triangles.

PHYSIOLOGY.

1. Name three uses of the bones.
2. Of what are bones composed ?
3. What is the use of each part ?
4. Name and define the two kinds of muscles, and give examples of each.
5. What is meant by contractility ?
6. Name the three uses of the skin.
7. What is the use of bathing ?
8. Name the three essentials of organic food.
9. What does meat contain that makes it an important article of food ?
10. What changes must food pass through before it can nourish the body ?
11. How many teeth in the permanent set, and give their names and number of each.
12. Give name, location and office of the salivary glands.
13. Name the digestive fluids and the organ by which each is secreted.
14. To what is food reduced in the stomach ?
15. What is the nutritious part of the food called, and what becomes of it ?
16. What is lymph ?
17. Of what is blood composed ?
18. What causes coagulation ?
19. Two uses of blood.
20. Circulation of the blood (through the heart).
21. How often does the heart beat ?
22. Four differences between arteries and veins.
23. What is the object of respiration ?
24. The special organs ?
25. What changes take place in the air from respiration ?
26. How is the air kept pure for breathing ?
27. How is animal heat produced ?
28. How is the temperature maintained ?

29. Name the three coats and the three humors of the eye.

30. What is the special organ of voice?

GREEK GRAMMAR.

(Time, 1 hour and 15 minutes.)

1. Write Crosby's table of consonants.

2. Translate 'Εκάλεσε δὲ καὶ τοὺς Μίλητον πολιορκοῦντας, καὶ τοὺς φυγάδας ἐκέλευσε σὺν αὐτῷ στρατεύεσθαι, ὑποσχόμενος αὐτοῖς, εἰ καλῶς καταπράξειεν ἐφ' ἃ ἐστρατεύετο, μὴ πρόσθεν παύσασθαι πρὶν αὐτοὺς καταγάγοι οἰκαδε. Οἱ δὲ ἡδέως ἐπείθοντο· ἐπίστευον γὰρ αὐτῷ καὶ λαβόντες τὰ ὄπλα παρήσαν εἰς Σάρδεις. (Anabasis, Book I, Chap. 2, Sec. 2.)

3. Decline *φυγάδας*.

4. Parts of *καταπράξειεν*.

5. Parts of *καταγάγοι*.

6. Synopsis of *καταγάγοι*.

7. Is the final *οι* in this word long or short, and why?

8. Parts of *ἐπείθοντο*.

9. Parse *λαβόντες*.

10. What forms of the verb accent the penult?

11. What forms of the verb have the acute on the last syllable?

12. Give the rule for the mood of *καταπράξειεν*.

13. Explain how *ἐπὶ* becomes *ἐφ'*.

14. Why does not *παρήσαν* accent the first syllable?

15. From what adjective is *ἡδέως* derived?

16. How are adverbs formed from adjectives?

17. Syntax of *αὐτοῖς*?

18. Select from this section a verb of the 1st, 2d, 4th, and 5th class respectively, and give the present and simple stems of each.

19. Inflect *παρήσαν*.

20. Write the Greek for: —

Of Darius and Parysatis two sons are born, Artaxerxes indeed the elder, and Cyrus the younger. But when Darius was sick and was expecting the end of his life, he was wishing both his two sons to be present.

PHYSIOLOGY—*First English Division.*

(Time, 1½ hours.)

1. Define physiology.
2. What two substances in bones?
3. What is the use of ligaments?
4. What is cartilage?
5. What is synovia?
6. Why is the spinal column composed of more than one bone?
7. What are tendons?
8. Name the parts of the skin.
9. How does the nail grow?
10. Upon what does complexion depend?
11. Why do we need food daily?
12. Describe "gastric digestion."
13. What is chyle?
14. What is lymph?
15. What is blood sometimes called?
16. Name the parts of the blood.
17. What is coagulation?
18. Name the bones of the middle ear.
19. Give at least six differences between arteries and veins.
20. Give a short definition for assimilation.
21. What is the outer covering of the heart called?
22. What is the name of the covering of the lungs?
23. The cerebellum controls what?
24. Name the parts of the eye: (a), the protecting organs;
(b), the eyeball itself.
25. Define motory and sensory nerves.
26. Give the two classes of muscles, and examples of each class.

PHYSIOLOGY—*Third English Division.*

1. Of what are the bones composed?
2. State some facts about the skeleton.
3. What is a joint, and how many kinds are there?

29. Name the three coats and the three humors of the eye.

30. What is the special organ of voice?

GREEK GRAMMAR.

(Time, 1 hour and 15 minutes.)

1. Write Crosby's table of consonants.

2. Translate 'Εκάλεσε δὲ καὶ τοὺς Μίλητον πολιορκοῦντας, καὶ τοὺς φυγάδας ἐκέλευσε σὺν αὐτῷ στρατεύεσθαι, ὑποσχόμενος αὐτοῖς, εἰ καλῶς καταπράξειεν ἐφ' ἃ ἐστρατεύετο, μὴ πρόσθεν παύσασθαι πρὶν αὐτοὺς καταγάγοι οἰκαδε. Οἱ δὲ ἡδέως ἐπείθοντο· ἐπίστενον γὰρ αὐτῷ· καὶ λαβόντες τὰ δπλα παρῆσαν εἰς Σάρδεις. (Anabasis, Book I, Chap. 2, Sec. 2.)

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PHYSIOLOGY—*First English Division.*

(Time, 1½ hours.)

1. Define physiology.
2. What two substances in bones?
3. What is the use of ligaments?
4. What is cartilage?
5. What is synovia?
6. Why is the spinal column composed of more than one bone?
7. What are tendons?
8. Name the parts of the skin.
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11. Why do we need food daily?
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22. What is the name of the covering of the lungs?
23. The cerebellum controls what?
24. Name the parts of the eye: (a), the protecting organs;
(b), the eyeball itself.
25. Define motory and sensory nerves.
26. Give the two classes of muscles, and examples of each class.

PHYSIOLOGY—*Third English Division.*

1. Of what are the bones composed?
2. State some facts about the skeleton.
3. What is a joint, and how many kinds are there?

4. Describe the spinal column.
5. How does nature unite broken bones?
6. Mention the different tissues in the body, and give a brief account of each.
7. What are the muscles?
8. What is their characteristic property?
9. State difference between flexion and extension.
10. State difference between voluntary and involuntary muscles, and illustrate.
11. Of what importance is exercise?
12. Describe the skin.
13. Of what use is perspiration?
14. State what you can of bathing, and its importance.
15. Distinguish between organic and inorganic foods.
16. What proportion of the human body is water, and of what importance is it?
17. Describe the processes of mastication and salivation.
18. The teeth, and what is necessary to preserve them.
19. What will be the result if the temporary teeth are removed too soon, and what if permanent, crowded teeth are not allowed sufficient space in the mouth?
20. What is the office of saliva, and by what is it secreted?
21. What is chyle?
22. Describe the process of digestion.
23. Describe the process of absorption and the absorbents.
24. Give a brief account of the different organs of circulation.
25. What appearance has blood when examined under a microscope?
26. Compare arterial and venous blood.
27. Respiration and its effect.
28. The results which follow improper ventilation.
29. How is animal heat produced?
30. Mention the most important parts of the eye.

COMMENCEMENT.

The Annual Commencement exercises were held in Tweedle Hall, June 28, 1881. As, on previous occasions, the hall was beautifully decorated, and was entirely inadequate to contain the large number who wished to attend, not one-half the demand for tickets being supplied. The following is the programme of the occasion :

PROGRAMME.

PART FIRST.

PRAYER.

CHORUS—"Freedom,"..... *Methfessel.*

LATIN-ENGLISH HONOR.

SALUTARY ORATION IN LATIN.....
NEWCOMB CLEVELAND.

ORATION..... "Adversity."
CHESTER THOMAS HUBBELL.

READING—"Ballad of Sir John Franklin,"..... *Boker.*
AUGUSTA C. FEATHERLY.

ORATION..... "One Man Power in Free Governments."
CHARLES FLINT MCCLUMPHA.

READING—"The Revenge,"..... *Tennyson.*
MARGARET G. GAYNOR.

PORT SONG—"Come to the Forest,"..... *Billster.*
ORATION..... "The Legacy of Chivalry."
CHARLES SPELLMAN STANTON.

ENGLISH HONOR.

ESSAY..... "Make Your Own Sphere."
EMMA C. BONNEY.

READING—Extract from "Oliver Twist,"..... *Dickens.*
AUGUSTA L. SALISBURY.

ORATION..... "Marathon."
JOHN S. HOY.

GLEE—"Ye Shepherds Tell Me,"..... *Mazzinghi.*
READING—"The Wreck of the Sea Bird,"..... *David Kerr.*
ANNA B. KILBOURNE.

ORATION..... "The Power of Music."
CHARLES GEORGE SCHMIDT.

CHORUS—"Consolation,"..... *Otto*

4. Describe the spinal column.
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PROGRAMME.

PART FIRST.

PRAYER.

CHORUS—"Freedom,"..... *McCliffessell.*

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SALUTARY ORATION IN LATIN.....
NEWCOMB CLEVELAND.

ORATION..... "Adversity."
CHESTER THOMAS HUBBELL.

READING—"Ballad of Sir John Franklin,"..... *Baker.*
AUGUSTA C. FEATHERLY.

ORATION..... "One Man Power in Free Governments."
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CHARLES GEORGE SCHMIDT.

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PART SECOND.

REPORT OF COMMITTEE ON RHETORICAL EXERCISES.

REPORT OF COMMITTEE ON GRADUATING ESSAYS.

REPORT OF COMMITTEE ON ESSAYS IN COMPETITION FOR THE "EASTON LITERARY MEDAL."

REPORT OF COMMITTEE ON ART MEDAL OFFERED BY COMMISSIONER LYNCH.
PRESENTATION OF MEDALS.

PART THIRD.

CLASSICAL HONOR.

ORATION..... *Valedictory.*

GEORGE STEWART DUNCAN.

CONFERRING DIPLOMAS.

ADDRESS TO THE GRADUATING CLASS.....By President HERMAN BENDELL, M. D.
FAREWELL SONG.

Words by AUGUSTA L. SALISBURY; music by Prof. LLOYD.

SOLOS by Misses KINSEY, FEATHERLY, HORNER and PACKER.

BENEDICTION.

HONORS AND AWARDS.

(Announced during Commencement Exercises.)

CLASSICAL HONOR.
Highest in Classical Division,*
GEORGE S. DUNCAN.ENGLISH HONOR.
Highest in English Division,*
EMMA C. BONNEY.

LATIN-ENGLISH HONOR.

Highest in Latin-English Division,*
NEWCOMB CLEVELAND.*Best Speaker,*
CHARLES S. SCHMIDT.
Speakers Commended,
Charles S. Stanton,
John S. Hoy,
Newcomb Cleveland.*Best Reader,*
ANNA B. KILBOURNE.
Readers Commended,
Augusta L. Salisbury,
Margaret G. Gaynor,
Augusta C. Featherly.*Best Graduating Essay,*

"Specialists," (signed "Kai Gar")..... George S. Duncan.

Essays Commended,

"Specialists," (signed "Sigma")..... Jacob H. Smith.

"Make Your Own Sphere," (signed "Mannin Veen Emmys")... Julia R. Ward.

"The May Flower and the Argo," (signed "Gushia Prim"),

Augusta L. Salisbury.

* These three honors are considered of equal rank, but the student whose marks average the highest pronounces the valedictory.

- "Specialists," (signed "B. N. Y.")..... Newcomb Cleveland.
 "After Graduation," (signed "H. E. C.")..... Nellie Jones.
 "Specialists" (signed "Ruby")..... Anna Cassidy
 "A Glimpse into the Future," (signed "Helen Campion")..... Fannie Rorke.
 "The May Flower and the Argo," (signed "Pilgrim")..... Robert Wands,
 "After Graduation," (signed "Ethel")..... Sarah E. Hattersley.
 "Nihilism," (signed "Cid Roderick")..... James B. Rodgers.
 "Make Your Own Sphere," (signed "Wistaria")..... Emma C. Bonney.

ESSAYS IN COMPETITION FOR THE EASTON LITERARY MEDAL.

PRIZE.

- "Good Luck and Good Management," (signed "Kismet,") Cornelius V. A. Smith.

ESSAYS COMMENDED.

- "Aspirations," (signed "Leo XIII,")..... Frank F. Blessing.
 "Aspirations," (signed "A. H. S.,")..... Addison J. Gallien.
 "Aspirations," (signed "Wm. Tell,")..... William V. H. Smith.
 "Good Luck and Good Management," (signed "Talisman,")... Edward E. Paul.
 "Beacon Lights," (signed "Bianca,")..... Anna V. White.

The following members of the graduating class have been neither absent nor tardy since entering the High School, September, 1877 :

Brice, Mattie	McGovern, Frank J.
Buckley, Teasie	Myers, Howard
Cleveland, Newcomb	Packer, Belle
Duncan, George S.	Rodgers, James
Dunn, Virginia	Rorke, Fannie
Hoffman, Hugo	Salisbury, Augusta L.
Hayes, Ella M.	Stanton, Charles

MEDALS.

The medal for the best speaking was awarded by the Executive Committee to Charles G. Schmidt and presented during the Commencement exercises by W. W. Thompson, Esq.; that for the best reading was awarded by the same committee to Miss Anna B. Kilbourne and was presented by Rev. John Humpstone. The medal for the best graduating essay was awarded by a committee of the faculty of Hamilton College to George S. Duncan and was presented by Dr. Wm. H. Hailes. Competition for the above medals is confined to the senior class. The Easton literary medal was awarded to Cornelius V. A. Smith and presented by Rev. Charles Reyholds. The special art medal offered by Commissioner Lynch

was awarded to Miss Della B. Moseley and presented by Hon. Francis H. Woods.

NUMBER OF GRADUATES.

1871	27	1877	58
1872	43	1878	69
1873	46	1879	76
1874	47	1880	84
1875	49	1881	73
1876	65		

NUMBER OF PUPILS.

The whole number of pupils in attendance during the past year is 583, distributed among the various classes, as follows :

Senior class	81
Junior class	115
Second year class	151
First year class	236
Total	<u>583</u>

The following table gives the whole number of pupils in the institution each year, and the increase or decrease over the preceding year :

TABLE of attendance, 1868-1880.

YEAR.	Whole number of pupils.	Increase.	Decrease.
1868 -----	141	----	
1869 -----	209	68	
1870 -----	279	70	
1871 -----	314	35	
1872 -----	328	14	
1873 -----	362	34	
1874 -----	429	67	
1875 -----	494	65	
1876 -----	532	38	
1877 -----	580	48	
1878 -----	581	1	
1879 -----	595	14	
1880 -----	583	----	12

ATTENDANCE.

The attendance, as exhibited by our monthly averages during the year, has been as follows :

TABLE of attendance for the year ending June 30, 1881 :

	Whole number enrolled.	Average attendance.	Per cent of attendance.
September	579	560.2	98.8
October	576	558.9	97.7
November	562	543.6	97.4
December	557	533.8	96.3
January	551	511.2	95.4
February	544	515.2	96.2
March	529	501	96.1
April	514	482	95.2
May	509	499	95.4
June	474	464	97.4

The per cent of attendance each year, since the opening of the institution, has been as follows :

1868-69	96.2
1869-70	96.5
1870-71	96.6
1871-72	96.9
1872-73	97.2
1873-74	97.1
1874-75	97.1
1875-76	97.7
1876-77	97.7
1877-78	97.6
1878-79	97.2
1879-80	97.0
1880-81	96.6

TABLE showing number neither absent nor tardy during each year; and the per cent of the whole number.

YEARS.	Number neither ab- sent nor tardy.	Per cent. of the whole num- ber.
1868-69.....	31	22.0
1869-70.....	56	26.2
1870-71.....	94	34.6
1871-72.....	102	33.5
1872-73.....	130	36.5
1873-74.....	125	35.9
1874-75.....	128	31.2
1875-76.....	149	31.6
1876-77.....	192	36.1
1877-78.....	174	29.7
1878-79.....	179	30.9
1879-80.....	139	25.2
1880-81.....	122	21.9

CONDITION OF BUILDING.

The improvement in the appearance of the hall and chapel by the tinting and decoration of the walls, has contributed much to pleasure and, no doubt, refinement of the scholars. There is an important educational influence in artistic surroundings of such a kind. The chapel has been especially admired. By the gradual addition of ornamental articles, contributed by the various classes as they are about to leave the institution, it has become one of the finest rooms in any school building in the State. It is desirable that the walls of the study-rooms should also be tinted. The expense would be but very slight, and their condition is already such as to call for it, or for whitening.

By the shrinking of the timbers the base-board has been raised from the floor throughout the building, in some of the rooms nearly or quite an inch. It was probably inevitable, but if there

is no danger of further shrinkage, some mode of repairing the damage seems to be desirable. By a similar shrinkage one of the trusses supporting the roof became loosened and has been repaired.

During the cold weather of the past winter it was often found impossible to warm some of the rooms. The difficulty was so great as to cause complaint from teachers and from some parents and even to effect the attendance by detaining scholars from school. The annoyance was caused by the condition of the boilers, which had become badly incrustated with sediment. We are therefore gratified at the decision of the Board to remove the old boilers and substitute new ones of an improved kind which will no doubt easily warm every room in the building. It is also claimed that the new boilers will consume a much smaller amount of coal.

CONCLUSION.

It is my pleasant duty to bear witness to the fidelity and success of my associates in the Faculty of the High School. I deeply regret the loss of Miss Margaret Sullivan and Professor August Magaud whose resignations have already been accepted by your honorable body. In common with all friends of education we appreciated the distinguished services to the cause of popular education rendered for so many years by Mr. Charles P. Easton, late president of your Board. By his official position he was thrown into intimate relation with the High School, in which, from its establishment, he had taken a deep interest. Familiar with all its departments of instruction and determined that it should lack nothing in material appointments essential to its best working, his quick perception and foresight constantly provided valuable aids and facilities. We feel that our appreciation and gratitude should be expressed in the strongest terms.

With hearty acknowledgments to you, gentlemen of the Board, for your kind supervision and generous regard for the wants of the school, I remain,

Very respectfully,

Your obedient servant,

JOHN E. BRADLEY,
Principal.

1881-82.

BOARD OF PUBLIC INSTRUCTION.

ROOMS:

High School Building, Eagle Street, corner Columbia.

Members of the Board.

NAMES.	Residence.	Place of business.	Time expires.
HERMAN BENDELL .	109 Eagle st. .	109 Eagle st.	June, 1883
GEORGE B. HOYT .	134 Eagle st. .	Hudson ave., cor. Eagle st.	June, 1882
JOHN A. MCCALL, JR.,	434 State st. .	State Hall	June, 1882
WILLIAM MORGAN .	30 Perry st. .	37 State st.	June, 1882
SAMUEL TEMPLETON,	16 Lancaster st.	507 Broadway	June, 1883
HENRY W. LIPMAN,	80 Dove st. . .	459 Broadway	June, 1883
DOUW H. FONDA .	93 Lancaster st.	70 State st.	June, 1883
PETER J. FLINN .	737 Broadway,	860 Broadway	June, 1884
ALDEN CHESTER . .	285 Clinton ave.	51 State st.	June, 1884
JOHN H. LYNCH . .	19 Catharine st.	55 Rensselaer st.	June, 1884
CHARLES E. JONES .	140 State st. .	140 State st.	June, 1884
JAMES M. RUSSO . .	343 State st. .	37 Maiden lane	June, 1882

Officers of the Board.

HERMAN BENDELL,	<i>President.</i>
CHARLES W. COLE,	<i>Superintendent of Schools and Secretary.</i>
	Residence, 192 Elm st.
ALEXANDER SAYLES,	<i>Superintendent of Buildings.</i>
	Residence, 219 Livingston ave.

STATED MEETINGS

OF THE

BOARD OF PUBLIC INSTRUCTION:

FIRST AND THIRD MONDAYS IN EACH
MONTH EXCEPT AUGUST.

TEACHERS' MEETINGS.

*Principals meet with the Superintendent for Consultation
and Discussion on the Second Tuesday of each
Month, at the High School.*

Meetings of Teachers of other Grades at the call of the Superintendent.

OFFICE HOURS

OF

SUPERINTENDENT OF SCHOOLS AND SUPERINTENDENT OF
BUILDINGS:

12 m. to 1 p. m., and 5 to 6 p. m. on School Days;
9 a. m. to 1 p. m. on Saturdays.

STANDING COMMITTEES.

RULES AND REGULATIONS.		
MORGAN,	JONES,	RUSO.
FINANCE AND ACCOUNTS.		
TEMPLETON,	MCCALL,	MORGAN.
TEXT-BOOKS AND COURSE OF STUDY.		
CHESTER,	FONDA,	TEMPLETON.
EXAMINATIONS.		
HOYT,	LYNCH, JONES,	RUSO.
CONSTRUCTION AND REPAIRS.		
FLINN,	CHESTER, FONDA,	JONES.
SUPPLIES.		
LIPMAN,	HOYT,	LYNCH.
MUSIC AND DRAWING.		
LYNCH,	LIPMAN,	TEMPLETON.
EXECUTIVE ON THE HIGH SCHOOL.		
BENDELL,	FLINN, HOYT,	MCCALL.
EXCUSES OF TEACHERS.		
FONDA,	MORGAN,	FLINN.
LAW.		
CHESTER,	RUSO,	BENDELL.
PRINTING.		
MCCALL,	LIPMAN,	JONES.

SUB-COMMITTEES.

No. 1.	School.	No. 3.	School.
J. M. RUSSO	Nos. 8, 25.	C. E. JONES	Nos. 3, 4, 7, 19.
H. BENDELL	No. 14.	J. A. MCCALL, JR. . .	Nos. 6, 23.
J. H. LYNCH	Nos. 9, 15.	W. MORGAN	Nos. 12, 18.
No. 2.		No. 4.	
GEO. B. HOYT	Nos. 1, 11.	P. J. FLINN	Nos. 13, 20.
H. W. LIPMAN	Nos. 2, 24.	A. CHESTER	Nos. 5, 22.
D. H. FONDA	Nos. 10, 17.	S. TEMPLETON	Nos. 16, 21.

FACULTY OF THE HIGH SCHOOL.

JOHN E. BRADLEY, PH. D.,
Principal and Professor of Mental and Moral Philosophy.

CHARLES A. HORNE, A. M.,
Professor of Mathematics.

OSCAR D. ROBINSON, A. M.,
Professor of Latin and Greek.

AUSTIN SANFORD, A. M.,
Professor of English Literature and History.

RICHARD PRESCOTT, M. E.,
Professor of Natural Science.

LEO H. ALTMAYER, PH. D.,
Professor of the German Language and Literature.

WILLIS G. TUCKER, M. D.,
Professor of Chemistry.

THOS. SPENCER LLOYD,
Professor of Music.

THEODORE C. HAILES,
Drawing Master.

WILLIAM D. GOEWY,
Teacher of Latin.

MISS MARY MORGAN,
Rhetoric and Elocution.

MISS REBECCA I. HINDMAN,
English Branches.

MISS ANNA J. SHANKS,
English Branches and French.

MISS MARY A. COCHRANE,
English Branches and Latin.

MISS MARGARET J. ANNESLEY,
English Branches.

MISS MARY I. DAVIS,
English Branches.

MISS DORA C. WENDELL,
English Branches.

MISS ELLEN SULLIVAN,
English Branches.

MISS KATE F. SULLIVAN,
English Branches.

"

SALARIES.

Principal	\$2,700 00
Professors of Mathematics and Latin and Greek, each	2,160 00
Professor of English Literature and History	1,620 00
Professor of Natural Science	1,200 00
Professor of German	760 00
Professor of Chemistry—five months' service	400 00
Teacher of Latin—man	700 00
Teacher of Latin—lady	600 00
Teacher of French—lady	667 50
Teacher of Rhetoric and Elocution—lady	855 00
Teacher of English Branches—one lady at	760 00
Teacher of English Branches—one lady at	665 00
Teacher of English Branches—two ladies at	650 00
Teacher of English Branches—one lady at	600 00
Teacher of English Branches—two ladies at	500 00

LIST OF PRINCIPALS AND TEACHERS

IN THE

VARIOUS GRAMMAR AND PRIMARY SCHOOLS.

PRIMARY SCHOOL No. 1.

Miss JULIA M. JANES, - - - - - *Principal.*

ASSISTANTS :

Miss Carrie R. Churchill,	Mrs. Elizabeth Murphy,
Mrs. A. A. Vance,	Miss Emma Doctor.

GRAMMAR SCHOOL No. 2.

LEWIS H. ROCKWELL, - - - - - *Principal.*

ASSISTANTS :

Miss Frances Gilborne,	Miss Martha A. Pultz,
" Martha W. Wilson,	" Martha Winne.
" Freddy Mallory,	" Carrie Godley.

PRIMARY SCHOOL No. 3.

Miss MARTHA MCFARLAND, - - - - - *Principal.*

ASSISTANTS :

Miss Sarah F. Horan,	Miss Emma Duffy.
" Winifred G. Behan,	

PRIMARY SCHOOL No. 4.

Miss KATE MCAULEY, - - - - - *Principal.*

ASSISTANT :

Miss Isabella Holmes. 2

GRAMMAR SCHOOL No. 5.

JOHN A. HOWE, - - - - - *Principal.*

ASSISTANTS :

Miss Caroline Ostrander,	Miss Harriet E. Prentice,
" Sophia J. Sprague,	" Ella J. Graham.
" Anna E. Law,	

GRAMMAR SCHOOL No. 6.

ALMON HOLLAND, - - - - - *Principal.*

ASSISTANTS :

Miss Helen A. Cochrane,	Miss Fannie M. Brainard,
" Ida A. Green,	" Clara C. McMillan,
" Lizzie L. Cole,	" Anna E. Boom;
" Eliz. Smith,	" Mary P. Russ,
" Frances M. Benjamin,	" Jennie F. Cullen,
" Ellie F. Moran,	" Maggie E. Graham.
" Addie A. Stoneman,	

GRAMMAR SCHOOL No. 7.

E. A. CORBIN, - - - - - *Principal.*

ASSISTANTS :

Miss Margaret A. Hevenor,	Miss Ida G. Russ,
" Julia E. Ryan,	" Fannie Sheridan.
" Isabella T. Henry,	

GRAMMAR SCHOOL No. 8.

JOHN E. SHERWOOD, - - - - - *Principal.*

ASSISTANTS :

Miss Rosa Carr,	Miss Georgia Mosher,
" Ida W. Johnson,	" Mary McC. Hammeck,
" Carrie Winne,	" Louisa Crounse.

PRIMARY SCHOOL No. 9.

Miss JENNIE SIMPSON, - - - - - *Principal.*

ASSISTANTS :

Miss Ellen E. Deevey,	Miss Mary E. Murphy.
" Maggie McCloskey,	

GRAMMAR SCHOOL No. 10.

GEORGE H. BENJAMIN, - - - - - *Principal.*

ASSISTANTS :

Miss Mary E. Howard,	Miss Augusta Kennedy,
" Bella McAllister,	" Sarah J. Giguere,
" Rosa Ulshoefer,	" Maggie E. Hayes.

GRAMMAR SCHOOL No. 11.

JOSIAH H. GILBERT, - - - - - *Principal.*

ASSISTANTS :

Miss Ella Burnap,	Miss Margaret Morris,
" Kate A. Lord,	" Mary Hussey,
" Frances Westover,	" Nellie Combs,
" Ida C. Burnap,	" Agnes M. Overton,
" Mary U. Sexton,	" Charlotte Westover,
" Mary E. Gray,	" Jennie Morris.
" Hattie A. Smith,	

GRAMMAR SCHOOL No. 12.

ELI E. PACKER, - - - - - *Principal.*

ASSISTANTS :

Miss Sarah A. Morehead,	Miss Lydia Gardner,
" Louise M. Burdick,	" Gertie Gordon,
" Ella A. Reardon,	" Hattie Butler,
" Sarah Gibson,	" Mary L. Richman,
" Mary J. Don,	" Emma Ward,
" Jane Wensley,	" Leonora La Monte,
" Louisa House,	" Sophia Dauphin.
" Laura Richards,	

GRAMMAR SCHOOL No. 13.

P. H. MCQUADE, - - - - - *Principal.*

ASSISTANTS :

Miss Leonora Farnham,	Miss Lucy A. Stantial,
" Augusta C. Capron,	" Ida A. Carroll,
" Etta Marvin,	" Kate A. Smith,
" Annie E. Lyons,	" Ida E. Winne.
" Catherine Murphy,	

GRAMMAR SCHOOL No. 14.

JAMES L. BOTHWELL, - - - - - *Principal.*

ASSISTANTS :

Miss Sarah E. Bartley,	Miss Maggie Meckel,
" Mary A. Richards,	" Eva H. Kennedy,
" Julia M. Simpson,	" Mary A. Horton,
" Anne E. Caine,	" Gertrude Hamburger,
" Jennie Bell,	Mrs. Catherine Murphy,
" Jane A. Williams,	Miss Lilian Sangmaster,
" Anna K. Staats,	" Ada Viele,
" Emma T. Wilkinson,	" Bertha Fisher,
" Kate Hans,	" Rose Livingston.

GRAMMAR SCHOOL No. 15.

LEVI CASS, - - - - - *Principal.*

ASSISTANTS :

Miss Eurette Crannell,	Miss Mary G. Smith,
" Helen J. Bartley,	" Maggie E. Gorman,
" Mary McDonald,	" Jessie B. Cochrane,
" Kate C. Quinn,	" Lottie A. McDermot,
" Margaretta J. Courtney,	" Anna P. Halpen,
" Mary F. McDermott,	" Ella F. Brice,
" Elizabeth H. Buss,	" Kate Crummey,
" Alice L. Northrop,	" Marie A. Hydeman,
" Miss Agnes R. Davison,	" Maggie Barry.

PRIMARY SCHOOL No. 16.

Miss ELEANOR F. DICKSON, - - - - - *Principal.*

ASSISTANT :

Miss Mary A. Burke.

GRAMMAR SCHOOL No. 17.

CHARLES A. WHITE, - - - - - *Principal.*

ASSISTANTS :

Miss Ellen Thomas,	Miss Bertha Labishiner,
Mrs. Lydia C. Burnap,	" Maggie J. Graham,
Miss Elenora Wark,	" Ella Wilson.
" Kate C. Allen,	

GRAMMAR SCHOOL No. 18.

Miss JOSEPHINE CLEMENT, - - - - - *Principal.*

ASSISTANTS :

Miss Louisa Canaday, | Miss Louisa Van Zandt.

GRAMMAR SCHOOL No. 19.

Miss MARY A. SIMPSON, - - - - - *Principal.*

ASSISTANTS :

Miss Anna L. Scally, | Miss Lizzie Campbell.
" Eleanor Snyder, |

GRAMMAR SCHOOL No. 20.

THOS. O'BRIEN, - - - - - *Principal.*

ASSISTANTS :

Miss Bridget Dempsey, | Miss Mary A. Murray,
" Mary Coyle, | " Anna Mitchell,
" Kate Griffin, | " Rose Dempsey.
" Annie L. Corbett, |

GRAMMAR SCHOOL No. 21.

A. F. ONDERDONK, - - - - - *Principal.*

ASSISTANTS :

Miss Christina Ferguson, | Miss Jennie E. McLean,
" Celia Jones, | " Maggie A. Brown,
" Julia W. Crannell, | " Agnes S. Gavey,
" Ella J. McCracken, | " Mary F. Wylie,
" Lizzie Erwin, | " Maggie G. Jones,
" Helen Case, | " Anna Thompson.

PRIMARY SCHOOL No. 22.

Miss JENNIE A. UTTER, - - - - - *Principal.*

ASSISTANTS :

Miss Maggie Roche, | Miss Anna D. Smith,
" Rosetta Hartnett, | " Lucy J. Miles,
" Kate Kennedy, | " Mattie Pattison,
" Rachel Jones, | " Florence P. Morton.

PRIMARY SCHOOL No. 23.

Miss LIZZIE MCCARTHY, - - - - *Principal*

ASSISTANTS :

Miss Angeline E. Miller,	Miss Alice E. Geary.
" Mary Zeitler,	

PRIMARY SCHOOL No. 24.

Miss JENNIE HEPINSTALL, - - - - *Principal*

ASSISTANTS :

Miss Anna E. Walker,	Miss Mary L. McGinn,
" Anna P. Erwin,	" Hattie M. Allen,
" Julia Cordell,	" Anna Reese,
" Susie M. Mangan,	" Ida J. Bullis,
" Sarah A. Carey,	" Ada Craig,
" Kate M. Doudle,	" Maggie Healey.

PRIMARY SCHOOL No. 25.

Mrs. M. L. HOTALING, - - - - *Principal*

ASSISTANTS :

Miss Ardella Bogardus,	Miss Mary Geoghegan,
" Josephine Moran,	" Anna G. Murphy.

MUSICAL DIRECTOR,
Thomas Spencer Lloyd.

DRAWING MASTER,
Theodore C. Hailes.

SALARIES.

Principals of Schools Nos. 6, 11, 12, 13, 14, 15 and 21 (men)	\$1,800 00
Principals of Schools Nos. 2, 5, 7, 8 and 10 (men) ..	1,600 00
Principals of Schools Nos. 17 and 20 (men)	1,140 00
Principals of Schools Nos. 22, 24 and 25 (ladies)	700 00
Principals of Schools Nos. 1, 3, 4, 9, 19 and 23 (ladies)	675 00
Principals of Schools Nos. 16 and 18 (ladies)	600 00
Musical Director	1,485 00
Drawing Master	1,200 00
Principals' assistants and teachers of ninth year class,	600 00
Principal teachers in departments and teachers of seventh and eighth year class	550 00
Assistant teachers, first year	350 00
Assistant teachers, second year	400 00
Assistant teachers, third year	450 00
Assistant teachers, fourth year and thereafter	500 00

TEXT - BOOKS.

TEXT-BOOKS IN USE IN THE SCHOOLS.

Franklin Series of Readers.
 Quackenbos's Arithmetic.
 Warren's Geographies.
 Swinton's Language Primer and Lessons.
 Swinton's Grammar.
 Anderson's U. S. History.
 Spencerian and Payson, D. & S. and Amer. Writing Books.
 Gilbert's Introductory and Test Spellers.
 Walter Smith's Series of Drawing Books.
 Perkin's Graded Music Reader.
 Monroe's Primary Reading Charts.

TEXT-BOOKS USED IN THE HIGH SCHOOL.

Wentworth's Algebra. Swinton's English Grammar. Green's Analysis. Hutchinson's Physiology. Warren's Physical Geography. Wentworth's Geometry. Cooley's Natural Philosophy. Quackenbos's Rhetoric. Steele's Zoology. Paradise Lost. Olney's Trigonometry. Swinton's Outlines of History. Shaw-Backus English Literature.	Harkness' Cæsar. Goodwin's Greek Grammar. Leighton's Greek Lessons. Sewell's History of Greece. Searing's Virgil. Bryce's Virgil. Goodwin's Anabasis. Harkness' Latin Prose Composition. Harkness' Cicero. Jones' Greek Prose Composition. Boice's Homer. National Fifth Reader.
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Cooley's Chemistry.	Gilbert's Test Speller.
Dana's Geology.	Hudson's School Shakespere.
Gray's Botany.	Rolfe's Julius Cæsar.
Haven's Mental Philosophy.	Evan's Otto's German Reader.
Porter's Intellectual Science.	Joyne's Otto's German Reader.
Gillespie's Surveying.	Ahn's German Grammar.
Lockyer's Astronomy.	Altmayer's Sprüche und Verse.
Fairchild's Moral Philosophy.	Keetel's Elementary French
Willson's Political Economy.	Grammar.
Bryant & Stratton's Book-	Keetel's Analytical French
keeping.	Grammar.
Quackenbos's Arithmetic.	Paul et Virginie.
Harkness' Latin Grammar.	Walter Smith's Drawing Series.
Harkness' Latin Reader.	Spencerian Writing Books.
Sewell's History of Rome.	



H. R. Martin.

1882

189646

SIXTEENTH
ANNUAL REPORT

OF THE

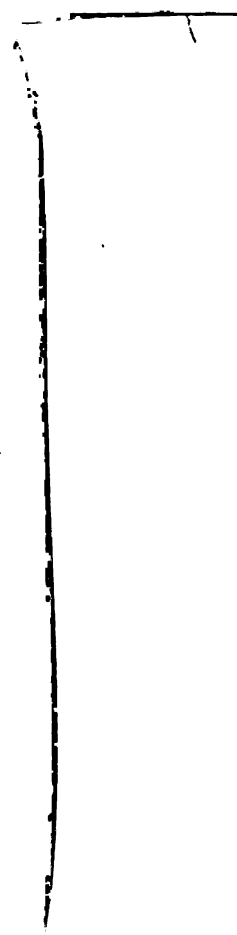
BOARD OF PUBLIC INSTRUCTION

OF THE

CITY OF ALBANY.

1882.

ALBANY: J. B. LEECH & CO. PRINTERS.
1882.



SIXTEENTH ANNUAL REPORT

OF THE

Board of Public Instruction

OF THE

CITY OF ALBANY

TO THE COMMON COUNCIL,

FOR THE

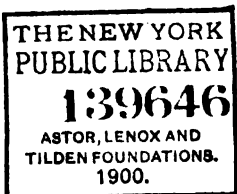
YEAR ENDING AUGUST 31, 1882.



ALBANY, N. Y.:

THE ARGUS COMPANY, PRINTERS.

1882.



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REPORT.

TO THE HONORABLE THE COMMON COUNCIL
OF THE CITY OF ALBANY:

GENTLEMEN:—The Board of Public Instruction respectfully submits herein its Sixteenth Annual Report of the condition of the schools under its charge.

NEW BUILDINGS.

At the time of rendering the last report, the new building intended to replace old school No. 8 was in course of construction upon the old site. It was completed in November, 1881, and was first occupied on the seventh of that month. The plan is simple, and very economical of space. The building consists of two stories and a high basement. The basement contains four large furnaces, each of which furnishes ample heat for the two school-rooms above it, and contributes to the heating of the halls. Here are also located the latrine closets for pupils, and large courts for play-room in bad weather. The basement has floors of asphalt, and has proven to be a very dry and comfortable quarter. Each story contains four school-rooms and a wide hall, which runs through the center of the building. At the front of the upper hall is a commodious recitation room, large enough for the regular exercises of the senior class. Practically, there

is working room for nine classes. Each of the eight large rooms is furnished with seats and desks for fifty-six pupils, giving a total seating capacity of 448, an increase of 110 beyond that of the former school. The front and rear windows and those in the halls are of colored cathedral glass, affording a subdued and pleasant light, very grateful to the eyes of the teachers, who are compelled to face it. Hitherto, while we protected the eyes of pupils by seating them with their backs to these windows, the teachers have suffered greatly from a continuous glare of light. Another advantage of these colored panes is, that while admitting an ample supply of light to the school-room, they prevent those inside from gazing on the street and those outside from peering in.

The walls are all sand-finished, and kalsomined with warm colors of pleasant tints. The ventilation of the building is excellent. Shafts of brick-work running alongside the chimneys and up into the outer air, are connected with each room. A register near the floor and one towards the ceiling keep up a good circulation in each room. In this way the heat of the smoke-stacks is utilized in furnishing the motive power which draws the vitiated air from the rooms. The building is finished in hard wood throughout. The furniture is of the most approved pattern, and each room is equipped with slate black-boards and all other appliances considered essential in a modern school building. The front is of Philadelphia pressed brick, and is unique though simple in design. Altogether, the building has been pronounced by many visitors a model

of convenience and comfort. Perhaps the only mistake made was in not making a building of twelve rooms. Seven rooms were filled with pupils immediately on opening, and the prospect is that next year the school will be overcrowded. The total cost of the new structure, ready for use, was \$17,642.26. It is hoped that all citizens will visit this school and see how wisely and economically this money has been expended.

NEW No. 5.

The urgent need of a new building to replace schools Nos. 3 and 5, both of which have become quite unfit for use, in point of convenience, comfort or healthfulness, was set forth in the last annual report. The desirability of such action being universally conceded, the Board inserted in the budget the sum of \$20,000 towards the purchase of a site and the erection of a new building. After a prolonged investigation, during which the merits and respective cost of a number of sites were carefully compared, the Board decided to purchase the property on North Pearl street, which has been known as the Tabernacle Baptist Church, and also the lot adjoining it on the south. The site is between Wilson street and Livingston avenue, on the western side of the street. The plot measures about eighty-one feet in breadth, and about 120 feet in depth. The cost of the whole was \$8,000. Plans and specifications were duly prepared for a twelve-room building to accommodate over 600 pupils, or more than 100 more seatings than Nos. 3 and 5 now afford. Contracts have been made for its erection at a total cost of \$22,674.39, without the furniture and slate blackboards.

The total cost will be in the neighborhood of \$25,000. The building is now in course of erection, and will be ready for occupation during the coming winter. The old buildings have been sold for \$7,000, or within \$1,000 of the cost of the new site. The property will not be turned over to the purchaser until the new building is ready for use.

ADDITIONS AND ALTERATIONS.

During the year an additional room has been fitted up in the basement of schools Nos. 21 and 22. These give room for forty additional pupils each. Two rooms were also added on the rear of school building No. 23, adding 112 to the capacity of that house. In spite of these enlargements, these buildings will be overcrowded next year. At No. 21 there will be more than a hundred applicants for the forty new seats, while No. 23, even when the two new rooms are opened, will fail to accommodate the children desirous of attending, by at least 150.

The crowded condition of School No. 21 will be most easily remedied by adding a two-story extension on the rear of the present building, which would furnish four school-rooms with about 200 seatings. The expense of such an addition would be very moderate, compared with the immediate gain in room, especially as the present lot is ample in size without purchasing more ground. A new building on Second street will be demanded in the near future to meet the wants of that vicinity.

The location of school No. 18, at the junction of Madison and Western avenues, is not a happy one.

The building came under the charge of this Board when the boundaries of the city were extended. It has been altered, improved and refurnished, and has a seating capacity of 224. Its highest average monthly attendance this year was ninety-eight. The school is too far distant from the residences of its patrons. It is fifteen minutes walk from Paigeville, and in stormy or winter weather the older children only can attend school. It is believed that if the building were removed to some vacant spot near Ontario street it would immediately be filled with pupils who are now practically unprovided for. The building could be easily moved along the level pavement of Madison avenue to a new location without much expenditure. It is thought that the sale of the present lot would furnish funds sufficient to pay for a new lot and the placing of the present building thereon.

As stated in previous reports, the most immediate necessity is a new building to replace schools Nos. 2 and 16. The Board will probably take steps towards the erection of such a building next year.

Attention is invited to the full reports of the Superintendent of Schools, those of the various committees, and that of the Principal of the High School, which are published herewith, wherein are complete discussions of the condition and wants of the schools, and a history of the workings of the system during the past year.

FINANCIAL STATISTICS.

The following tables exhibit, in detail, the receipts and expenditures on account of the schools during the past year:

Cash Receipts and Expenditures

FOR THE YEAR ENDING AUGUST 31st, 1882.

RECEIPTS.

Cash balance on hand September 1, 1881	\$86, 114 74
Raised by tax.....	156, 980 00
State apportionment.....	47,427 78
From literature fund, etc., for High School....	2, 093 99
From non-resident pupils.....	1,252 72
From sale of old desks, etc.....	123 54
From High School pupils, use of books, etc....	1,118 00
From cash received from Library fines.....	25 00
From sale of old Schools Nos. 3 and 5, first payment	700 00
	\$295,835 77

EXPENDITURES.

Teachers' salaries.....	\$144,449 66
Text-books and stationery	2,945 90
School apparatus..	207 45
Repairs	8,871 80
School furniture.....	1,529 68
Heaters and stoves.....	3,280 17
Fuel	7,889 45
Janitors, cleaning school-houses, etc.....	7,285 02
Miscellaneous expenses.....	1,091 45
Salary of Superintendent and Sec- retary	2,499 97
Carried forward.....	\$180, 050 55

BOARD OF PUBLIC INSTRUCTION.

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Brought forward.....	\$180,050 55	
Supplies.....	2,491 12	
Blank books, printing and advertising... ..	2,156 32	
Alterations of school-house No. 24,	1,967 70	
Salary of Superintendent of buildings.....	1,500 00	
Library	1,504 97	
Rent of lot for use of School No. 5,	150 00	
Clerk hire.....	300 00	
Gas, water and insurance.....	1,366 72	
School-house No. 5.....	8,249 25	
School-house No. 8....	9,050 78	
		\$208,787 40
Cash balance on hand September 1, 1882.....	87,048 37	
		<u>\$295,835 77</u>

Expenditures in Detail.

SCHOOL No. 1.—JULIA M. JANES, Principal.

Teachers' salaries.....	\$3,135 25
Repairs	396 52
Text-books and stationery.....	7 91
Heaters and stoves	21 50
Fuel	165 63
Janitor's salary.....	180 00
Supplies	55 70
Gas, water and insurance	19 00
School apparatus.....	8 60
	\$3,990 11

SCHOOL No. 2.—LEWIS H. ROCKWELL, Principal.

Teachers' salaries.....	\$4,632 83
Repairs	263 68
Text-books and stationery	59 61
Heaters and stoves.. ..	34 27
Fuel	163 07
Janitor's salary.....	180 00
School apparatus.....	4 00
Supplies	68 89
Gas, water and insurance	24 00
	\$5,430 35

SCHOOL No. 3. — MARTHA MCFARLAND, Principal.

Teachers' salaries	\$1,915 17
Repairs.....	50 91
Text-books and stationery.....	27 44
Heaters and stoves	16 20
Fuel	139 61
Janitor's salary....	135 84
Supplies	42 38
Gas, water and insurance....	19 50
School apparatus.....	4 00
	<hr/>
	\$2,351 05

SCHOOL No. 4. — KATE MCAULEY, Principal.

Teachers' salaries	\$1,172 75
Repairs.....	40 86
Text-books and stationery.....	6 26
Heaters and stoves	25 25
Fuel	69 31
Janitor's salary....	135 40
Supplies ..	52 55
School furniture	5 23
Gas, water and insurance.....	8 25
	<hr/>
	\$1,515 46

SCHOOL No. 5. — JOHN A. HOWE, Principal.

Teachers' salaries.....	\$4,303 50
Repairs	117 05
Text-books and stationery	13 61
Heaters and stoves	30 07
Janitor's salary.....	180 00
Gas, water and insurance.....	8 25
Supplies	73 53
Fuel	110 72
Rent of vacant lot	150 00
	<hr/>
	\$4,986 73

SCHOOL No. 6. — ALMON HOLLAND, Principal.

Teachers' salaries	\$8,474 59
Repairs	511 92
Text books and stationery	63 79
Heaters and stoves	60 62
Fuel	391 25
Janitor's salary.....	330 00
Supplies	119 71
Gas and water	75 25
School furniture	190 00
School apparatus.....	10 20
	<hr/>
	\$10,227 33

SCHOOL No. 7. — E. A. CORBIN, Principal.

Teachers' salaries.....	\$4,195 10
Repairs ..	363 19
Text-books and stationery	84 89
Heaters and stoves	31 21
Janitor's salary.....	180 00
Supplies	90 83
Gas, water and insurance.....	29 75
Fuel	137 07
	<hr/>
	\$5,112 04

SCHOOL No. 8. — JOHN E. SHERWOOD, Principal.

Teachers' salaries.....	\$5,148 57
Repairs	21 92
Text-books and stationery	31 53
School furniture....	61 21
Janitor's salary.	259 18
School apparatus.....	8 60
Supplies	91 02
Fuel.....	330 55
Gas, water and insurance.....	65 50
	<hr/>
	\$6,018 08

SCHOOL No. 9. — JENNIE SIMPSON, Principal.

Teachers' salaries.....	\$2,039 41
Repairs.....	56 76
Text-books and stationery.....	5 14
Heaters and stoves	15 50
Fuel	103 32
Janitor's salary.....	160 00
Supplies	56 21
School furniture.....	5 21
Gas, water and insurance.....	9 50
	<hr/>
	\$2,451 05
	<hr/>

SCHOOL No. 10. — GEORGE H. BENJAMIN, Principal.

Teachers' salaries.....	\$4,750 06
Repairs.....	277 07
Text-books and stationery	25 35
Heaters and stoves	37 48
Fuel	179 92
Janitor's salary.....	180 00
Supplies	68 17
Gas, water and insurance.....	22 00
	<hr/>
	\$5,540 05
	<hr/>

SCHOOL No. 11. — J. H. GILBERT, Principal.

Teachers' salaries.....	\$8,580 67
Repairs	332 26
Text-books and stationery	52 97
Heaters and stoves.....	138 96
Fuel	370 71
Janitor's salary.....	330 00
Gas, water and insurance.....	63 50
Supplies	103 92
	<hr/>
	\$9,972 99
	<hr/>

SCHOOL No. 12. — E. E. PACKER, Principal.

Teachers' salaries.....	\$9,439 99
Repairs	486 63
Text-books and stationery	119 26
Heaters and stoves.....	181 62
Fuel	535 27
Janitor's salary.....	350 09
Supplies	159 95
Gas, water and insurance.....	70 50
School furniture.....	190 00
	<hr/>
	\$11,533 22

SCHOOL No. 13. — P. H. MCQUADE, Principal.

Teachers' salaries	\$6,674 97
Repairs	326 97
Text-books and stationery.....	23 88
Heaters and stoves.....	122 68
Fuel	314 15
Janitor's salary.....	275 00
Supplies	79 03
Gas, water and insurance.....	27 00
School furniture.....	3 00
School apparatus.....	4 00
	<hr/>
	\$7,850 68

SCHOOL No. 14. — J. L. BOTHWELL, Principal.

Teachers' salaries.....	\$10,708 94
Repairs	197 19
Text-books and stationery	29 57
Heaters and stoves.....	117 88
Fuel	442 36
Janitor's salary.....	350 00
Supplies	150 93
Gas, water and insurance	53 00
	<hr/>
	\$12,049 87

BOARD OF PUBLIC INSTRUCTION.

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SCHOOL No. 15. — LEVI CASS, Principal.

Teachers' salaries	\$11,030 66
Repairs	357 18
Text-books and stationery.....	78 71
Heaters and stoves.....	3 50
Fuel	531 28
Janitor's salary.....	720 00
Supplies	183 82
Gas, water and insurance.....	68 25
School apparatus... ..	8 60
	<hr/>
	\$12,982 00

SCHOOL No. 16. — ELEANOR F. DICKSON, Principal.

Teachers' salaries.....	\$1,000 00
Repairs	229 84
Text-books and stationery.....	2 87
Heaters and stoves	50 00
Fuel	57 19
Janitor's salary.....	125 00
Supplies	95 42
Gas, water and insurance.....	4 50
	<hr/>
	\$1,564 82

SCHOOL No. 17. — CHARLES A. WHITE, Principal.

Teachers' salaries.....	\$4,354 00
Repairs	105 24
Text-books and stationery.....	13 66
Fuel	319 90
Janitor's salary.....	275 00
Supplies	77 92
Gas, water and insurance.....	30 00
Heaters and stoves.....	19 75
	<hr/>
	\$5,195 47

SCHOOL No. 18. — JOSEPHINE CLEMENT, Principal.

Teachers' salaries	\$1,604 52
Repairs	81 43
Text-books and stationery	5 59
Heaters and stoves	91 38
Fuel	76 22
Janitor's salary.....	125 00
Supplies	59 92
Gas, water and insurance.....	7 00
	<hr/>
	\$2,051 06

SCHOOL No. 19. — MARY A. SIMPSON, Principal.

Teachers' salaries	\$2,173 25
Repairs	65 20
Text-books and stationery	11 91
Janitor's salary.....	85 00
Fuel	52 50
Supplies	56 60
Heaters and stoves.....	24 50
Gas, water and insurance.....	5 90
	<hr/>
	\$2,474 86

SCHOOL No. 20. — T. S. O'BRIEN, Principal.

Teachers' salaries	\$4,847 19
Repairs.....	392 58
Text-books and stationery.....	81 75
Heaters and stoves.....	71 25
Fuel	440 33
Janitor's salary.....	275 00
Supplies	176 25
Gas, water and insurance.....	89 50
	<hr/>
	\$6,373 85

SCHOOL No. 21. — A. F. ONDERDONK, Principal.

Teachers' salaries.....	\$7, 542 91
Repairs	506 31
Text-books and stationery.....	41 35
Heaters and stoves.. ..	207 85
Fuel	514 24
Janitor's salary.....	330 00
Supplies	128 09
Gas, water and insurance.....	23 00
	<hr/>
	\$9,293 75

SCHOOL No. 22. — JENNIE A. UTTER, Principal.

Teachers' salaries.....	\$4,591 13
Repairs	529 34
Text-books and stationery	41 35
Heaters and stoves.....	91 10
Fuel	370 80
Janitor's salary.....	275 00
School apparatus.....	4 00
Supplies	114 27
Gas, water and insurance.....	22 00
	<hr/>
	\$6,038 99

SCHOOL No. 23. — ELIZABETH MCCARTHY, Principal.

Teachers' salaries.....	\$2, 179 50
Repairs	552 94
Text-books and stationery	25 98
Heaters and stoves	39 06
Janitor's salary.....	125 00
Supplies	87 14
Gas, water and insurance.....	7 00
School furniture.....	79 80
Fuel	89 24
	<hr/>
	\$3,185 66

SCHOOL No. 24. — JENNIE HEPINSTALL, Principal.

Teachers' salaries.....	\$6,694 33
Repairs.....	1,594 54
Text-books and stationery	23 17
Fuel	420 21
Janitor's salary.....	275 00
Supplies	179 58
Gas, water and insurance.....	57 00
Heaters and stoves	295 62
School apparatus.....	4 00
School furniture.....	967 81
	<hr/>
	\$10,511 26

SCHOOL No. 25. — MARY L. HOTALING, Principal.

Teachers' salaries.....	\$2,698 00
Repairs	195 66
Text-books and stationery.....	18 56
Heaters and stoves	17 05
Fuel	455 47
Janitor's salary	250 00
Supplies	115 63
Gas, water and insurance.....	22 00
	<hr/>
	\$3,772 37

HIGH SCHOOL. — JOHN E. BRADLEY, Principal.

Teachers' salaries.....	\$17,877 37
Repairs	747 92
Text-books and stationery.....	1,885 88
Heaters and stoves.....	1,535 87
School apparatus.....	155 45
School furniture	14 71
Fuel	1,109 13
Janitor's and engineer's salaries.....	1,200 00
Miscellaneous expenses.....	490 90
	<hr/>
Carried forward.....	\$25,017 23

BOARD OF PUBLIC INSTRUCTION. 21

Brought forward.....	\$25,017 23
Supplies	110 55
Blank books, printing and advertising	538 55
Gas, water and insurance.....	536 47
	\$26,202 80

Credit.

Amount received from Literature Fund through the Regents of the University	\$2,093 99
Amount received from pupils for use of books, etc.....	1,118 00
Amount received for tuition of non-resident pupils.....	748 42
	3,960 41
Net expenses of High School.....	\$22,242 39

OFFICE OF THE BOARD.

Salary of Superintendent and Secretary.....	\$2,499 97
Blank books, printing and advertising	1,617 77
Miscellaneous expenses.....	600 55
Repairs.....	70 69
Supplies	186 86
Text-books and stationery.....	91 60
Clerk hire.....	300 00
School furniture.....	12 71
	\$5,380 15

MISCELLANEOUS.

Salary of superintendent of buildings.....	\$1,500 00
Salary of music teacher.....	1,485 00
Salary of teacher of drawing.....	1,200 00
Library of the schools (salary, \$423.33; printing and books, \$1,081.64).....	1,504 97
	\$5,989 97

SCHOOL BUILDINGS.

School-house No. 5.....	\$8,249 25
School-house No. 8.....	9,050 78
	<hr/>
	\$17,300 03

ALTERATION OF SCHOOL-HOUSES.

School-house No. 24.....	\$1,967 70
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*RECAPITULATION.**Debit.*

To cash on hand September 1, 1881.....	\$86,114 74
To receipts.....	209,721 03
To supplies on hand, as per inventory, September 1, 1881.....	761 14
To text-books on hand, as per inventory, September 1, 1881.....	263 89
	<hr/>
	\$296,860 80

Credit.

By expenses of School No. 1.....	\$3,990 11
By expenses of School No. 2.....	5,430 35
By expenses of School No. 3.....	2,351 05
By expenses of School No. 4.....	1,515 46
By expenses of School No. 5.....	4,986 73
By expenses of School No. 6.....	10,227 33
By expenses of School No. 7 ..	5,112 04
By expenses of School No. 8.....	6,018 08
By expenses of School No. 9.....	2,451 05
By expenses of School No. 10.....	5,540 05
By expenses of School No. 11.....	9,972 09
By expenses of School No. 12.....	11,533 22
By expenses of School No. 13.....	7,850 68
By expenses of School No. 14	12,049 87
By expenses of School No. 15.....	12,982 00

Carried forward..... \$102,010 11

BOARD OF PUBLIC INSTRUCTION.

23

Brought forward.....	\$102,010 11
By expenses of School No. 16.....	1,564 82
By expenses of School No. 17.....	5,195 47
By expenses of School No. 18.....	2,051 06
By expenses of School No. 19.....	2,474 86
By expenses of School No. 20.....	6,373 85
By expenses of School No. 21.....	9,293 75
By expenses of School No. 22.....	6,038 99
By expenses of School No. 23.....	3,185 66
By expenses of School No. 24.....	10,511 26
By expenses of School No. 25.....	3,772 37
By expenses of High School.....	26,202 80
By expenses of office, salary of superintendent, clerk, printing, etc.....	5,380 15
By salary of Superintendent of Buildings.....	1,500 00
By salary of music teacher.....	1,485 00
By salary of teacher of drawing.....	1,200 00
By library of the public schools.....	1,504 97
By school-house No. 5.....	8,249 25
By school-house No. 8.....	9,050 78
By alterations to school-house No. 24.....	1,967 70
By text-books on hand August 31, 1882, as per inventory.....	351 89
By supplies on hand August 31, 1882, as per inventory.....	447 69
By cash on hand August 31, 1882.....	87,048 37
	<hr/>
	\$296,860 80
	<hr/>

COST OF TUITION PER PUPIL.

Based on teachers' salaries and registered number...	\$10 33
Based on teachers' salaries and average membership,	14 34
Based on total expenditure and registered number ..	14 93
Based on total expenditure and average membership,	20 73

TABLE

SHOWING THE COST OF TUITION AND TOTAL COST PER PUPIL
IN EACH SCHOOL, BASED UPON REGISTERED NUMBER AND
AVERAGE MEMBERSHIP.

SCHOOLS.	Registered number.	Cost of tuition per pupil.	Total cost per pupil.	Average mem- bership.	Cost of tuition per pupil.	Total cost per pupil.
No. 1	401	\$7 82	\$9 95	265	\$11 83	\$15 06
No. 2	438	10 57	12 39	340	13 62	15 97
No. 3	261	7 33	9 01	175	10 88	13 43
No. 4	149	7 87	10 17	91	12 88	16 66
No. 5	300	11 95	13 85	224	19 21	22 21
No. 6	828	10 23	12 11	672	12 61	15 22
No. 7	284	14 39	17 62	190	21 51	26 34
No. 8	478	10 77	12 59	344	14 96	17 49
No. 9	252	8 09	9 73	145	14 06	16 90
No. 10	396	11 99	13 96	287	16 55	19 30
No. 11	767	11 19	13 00	603	14 23	16 54
No. 12	1,031	9 16	11 18	799	11 82	14 43
No. 13	599	11 14	13 11	399	16 73	19 68
No. 14	1,223	8 75	9 85	862	12 42	13 98
No. 15	1,167	9 45	11 12	848	13 01	15 31
No. 16	120	8 33	13 04	73	13 81	21 43
No. 17	615	7 08	8 44	430	10 12	12 06
No. 18	205	7 83	10 00	112	14 32	18 31
No. 19	332	6 54	7 45	224	9 70	11 04
No. 20	592	8 19	10 76	398	12 18	16 01
No. 21	737	10 23	12 61	588	12 83	15 81
No. 22	639	7 20	9 45	434	10 58	13 91
No. 23	807	7 09	10 37	238	9 56	13 97
No. 24	865	7 73	12 15	598	11 19	17 58
No. 25	358	7 54	10 54	212	12 72	17 79
High School...	580	30 82	38 34	527	33 92	42 20
	12,984	.....	.....	10,068	.....	.....

TABLE

*SHOWING THE LOCATION OF THE DIFFERENT SCHOOLS AND
THE ESTIMATED VALUE OF THE LOTS AND BUILDINGS.*

School.	LOCATION OF SCHOOLS.	Estimated value of lot.	Estimated value of buildings.
High...	Eagle street corner Steuben and Colum- bia streets.....	\$25,000	\$130,000
No. 1.	310 South Pearl street.....	3,000	8,000
No. 2.	218 State street.....	10,000	8,000
No. 3.	7 Van Tromp street.....	2,000	8,000
No. 4.	55 Union street.....	1,000	8,000
No. 5.	172 North Pearl street.....	3,000	8,000
No. 6.	105 Second street.....	6,000	25,000
No. 7.	56 Canal street.....	1,000	8,000
No. 8.	157 Madison avenue.....	7,000	18,000
No. 9.	Corner South Ferry and Dallius streets..	2,000	8,000
No. 10.	182 Washington avenue.....	12,000	8,000
No. 11.	409 Madison avenue.....	10,000	40,000
No. 12.	Corner of Washington avenue and Robin street.....	20,000	30,000
No. 13.	Corner Broadway and Lawrence street...	8,000	30,000
No. 14.	70 Trinity place.....	6,000	30,000
No. 15.	Corner of Herkimer and Franklin streets,	10,000	60,000
No. 16.	203 Hudson avenue.....	4,000	3,000
No. 17.	Corner Second avenue and Stephen street	3,000	15,000
No. 18.	Madison avenue cor. of Western avenue,	5,000	3,500
No. 19.	54 Canal street.....	1,000	4,000
No. 20.	Corner North Pearl and North Second streets.....	2,000	20,000
No. 21.	658 Clinton avenue.....	6,000	30,000
No. 22.	Second street, west of Lexington avenue,	4,000	20,000
No. 23.	140 Second street.....	2,000	4,500
No. 24.	417 Madison avenue.....	8,000	30,000
No. 25.	Morton street between Hawk and Swan streets.....	3,000	20,000
		\$164,000	\$575,000
Total value of lots.....			\$164,000
Total value of buildings.....			575,000
Total value of buildings and lots.....			\$739,000

ANNUAL REPORT
OF THE
COMMITTEE ON EXAMINATIONS.

ALBANY, *June 5, 1882.*

To the Board of Public Instruction :

The Committee on Examinations in conformity with article 3, section 24 of the Rules of the Board, respectfully submit their annual report. During the year the usual written examinations have been made. Public oral examinations have been discontinued, but the Superintendent in his visits to the schools holds frequent private ones. The examinations, more particularly under the direction of this Committee, have been those in the highest departments of the Grammar Schools, comprising all the "A" or graduating classes. There have been five of these, all written, held at regular intervals, in arithmetic, grammar, geography, history, orthography and penmanship. The questions have been carefully prepared and the results obtained have been very satisfactory. The adoption of a system of marking penmanship both for admission to the High School and at all the written examinations, has resulted in a very evident improvement in this important branch.

Your Committee, observing the carelessness and want of neatness manifested in the preparation of the papers in some of the schools, were led to believe that if the "general execution" of the papers submitted was made a subject for marking, the result would be advantageous. Accordingly the papers, in March and April, were marked

and a great improvement in order and neatness is already apparent.

The results obtained at these examinations show that the principal studies are taught with great thoroughness and success. In comparing our schools as they are now with their condition ten or twelve years ago, a very decided change for the better is exhibited. The teachers are probably no more faithful than they were then, and in many cases perhaps have no higher culture ; but many causes operate to produce better results. The great improvement in our school buildings has done much for our schools. The change to single rooms particularly, where each teacher can be held responsible for the condition of the class committed to her, has been of the highest value to the cause of education in our city.

The care exercised in the examination of candidates and the higher standard required for passing, have given us a class from which to select, possessing superior scholarship to many of those who held certificates a dozen years since.

The aptness for teaching and governing, the tact, patience and sympathy which go so far toward making the successful teacher, can never be the subjects for examination, but can only be shown in the school room and while engaged in the daily routine of school work.

More care has been taken of late years to get rid of incompetent and unsuccessful teachers, and while it cannot be claimed that those retained are all of the first class, yet we believe that they will compare favorably with those of other cities.

It is believed that the changes which have been made within a comparatively recent period in the arrangements of school-buildings, in school appliances, in rules and regulations for government and discipline, and in the methods of study, have all been improvements and in the interest of sound education. These changes have been made cautiously and after earnest and thoughtful consid-

eration. The Board has not been disposed to take up hastily any new and crude suggestions which may be made relative to public education, but in the exercise of a wise conservatism have maturely and carefully considered the various changes proposed, and have adopted such as seemed best adapted to promote the well-being of our schools.

The result of the policy adopted, of making the Principals in the larger schools supervising rather than mere teaching Principals, has been most successful and satisfactory. So, too, the active superintendence of the past few years has had the desired effect of greatly increasing the unity and homogeneousness of the schools. Great credit is due to the Superintendent for his indefatigable efforts to elevate the standard of education in our city, and he has been most ably and heartily supported by the various Principals and Teachers. Under the present system of supervision, a young teacher is not put in charge of a class with no one to guide and counsel her, and left to grope her way, as best she can, in search of the best methods, but she is assisted by those whose duty and interest it is to make her labor most effective in the shortest possible time, and who are in a position which enables them to give such assistance.

There have been no changes made during the year in the branches of study taught, but some modifications have been in progress.

The study of Language, extending as it now does through so large a part of the school course, has become a much more interesting and valuable one to the pupils, than the study of merely technical grammar can ever be made. The tendency in teaching Geography is to present it in a broader manner, dropping the petty details, which are only remembered for a short period, and are thenceforth forgotten forever. Arithmetic has always been well taught in our schools, and more time has been given to it than to any other branch. On the recom-

mendation of the Committee on Text-books and Course of Study, some of the least useful and practical portions have been dropped, such, for instance, as duodecimals, alligations, etc., thus gaining time which can be devoted to the rules pertaining more especially to mercantile life and pursuits. There are many who think that the range of subjects in this study should be still further restricted ; but as long as the Regents include such an extended list in their examinations in this study, it does not seem judicious in us to drop anything more than those already given up.

Complaints are frequently made that these examinations are hurtful to the pupils, inasmuch as they keep the scholars at high pressure all the time ; that their brains are unduly exerted and their nervous system kept in a state of excitement. This might be the case if all examinations were like those for admittance to the High School, on which so much depends that it is not strange that nervous pupils are greatly exercised in mind by them ; but those given by the Committee are really nothing more than written reviews of their studies ; written, rather than oral, because the results can be more readily determined and compared, and, therefore, more valuable. Written examinations are also much more reliable, as a test of the scholarship of individuals, than any oral one can be. By furnishing the same set of questions to all the schools, an important means of promoting their unity is afforded.

By these examinations the Principals are enabled to see the comparative deficiencies of their schools, and can take such measures as may seem best calculated to correct the defects which are thus made known. The stimulus afforded by them is of great importance both to teachers and scholars. The teacher knows that the standing of her class will become known, and her ambition is excited to have her class stand high ; she knows that her qualities as a teacher will be estimated by the results of

her instruction, as shown by the per centages obtained by her scholars. The scholar is stimulated not only to establish or keep up the reputation of his school, but also to raise his individual standing. The thought of the certificates of high scholarship, to be awarded according to the figures attained in these and the graduating examinations, is also in his mind, and excites him to renewed efforts and greater application.

It is well enough for theorists to demand that higher aims than those of mere success and pre-eminence should be set before students, but all practical persons know that the average scholar, particularly while young, is quite insensible to the charms of study for its own sake, and needs constant stimulation by appeals to other than the highest motives.

The high position accorded to the public schools of Albany, in comparison with those of other cities, is evidence that the efforts of this Board, in conjunction with the earnest and devoted labors of the Superintendent, Principals and Teachers, and seconded by the cheerful acquiescence of the citizens in the liberal expenditure necessary for the proper support of the system, have not been in vain. The improved school buildings, lately erected, while making heavy drains upon the city's purse, have done so much for the advancement of popular education, that there is little or no murmuring at the appropriations necessary for their construction. When we remember how little was expended for school buildings for more than thirty years previous to the erection of School No. 15, it is not to be wondered at, in view of the rapid growth of our city, that large expenditures have been necessary to replace the old, dilapidated, unsafe and unventilated school-houses of half a century ago, with the new and beautiful edifices, containing all modern appliances and improvements, erected within the last dozen years. The citizens of Albany now take a just pride in our public schools.

The exhibitions which have formerly held a prominent place in the history of each school year, have been entirely discontinued. We believe that the Principals and Teachers are entirely satisfied that the benefits received from them were not commensurate with the value of the time and labor required in getting up these entertainments.

Following the custom of the last few years, it is recommended that the Committee be authorized to procure diplomas, to be awarded to those scholars in the graduating classes of the Grammar Schools who have been distinguished for scholarship and deportment.

A table, showing the results of the various examinations of the "A" classes, during the past year, is submitted with this report.

The following resolution is offered, and its adoption recommended:

Resolved, That the Committee on Examinations is hereby authorized to procure not more than forty diplomas, to be awarded to those scholars in the graduating classes of the Grammar Schools who have been distinguished for their scholarship and good deportment.

GEORGE B. HOYT.
CHARLES E. JONES.
JAMES M. RUSO.
JOHN H. LYNCH.

TABLE
OF EXAMINATIONS OF "A" CLASSES IN GRAMMAR SCHOOLS, 1881-82.

SCHOOL.	Number of pupils.	AVERAGE OF FIVE EXAMINATIONS IN—					General Average.	Rank.
		Arithmetic.	Grammar.	Geography.	History.	Spelling.		
Number 2.....	18	79.02	81.48	79.46	88.92	80.70	80.26	5
5.....	10	78.74	83.86	76.74	88.80	82.86	76.00	6
6.....	40	84.36	76.84	77.56	90.16	83.04	79.14	4
7.....	5	63.40	64.40	76.82	92.86	80.40	73.08	12
8.....	15	80.98	77.62	78.04	87.96	79.44	78.94	9
10.....	15	71.70	77.44	78.12	84.02	78.18	77.68	11
11.....	55	87.18	82.34	81.00	92.42	85.50	80.58	3
12.....	25	88.96	82.50	83.92	93.14	86.46	79.06	1
13.....	12	81.00	80.22	77.42	90.08	81.46	78.12	7
14.....	28	75.56	78.54	75.98	85.38	74.16	80.54	10
15.....	50	78.52	78.60	79.20	85.94	82.34	79.64	8
20.....	5	65.10	68.36	77.08	78.64	76.72	76.40	13
21.....	16	88.14	80.52	90.78	95.22	79.94	78.80	2
Average of all.....	.....	78.06	77.90	79.39	83.69	80.86	78.21	..

EXAMINATION PAPERS

USED IN

TESTING APPLICANTS FOR CERTIFICATES OF
QUALIFICATION TO TEACH.

—•••—

ARITHMETIC.

1. Simplify $\frac{2\frac{1}{2}-1\frac{1}{2}+9\frac{1}{11}}{4\frac{1}{2}-2\frac{1}{2}+13\frac{7}{11}}$
2. What part of .390825 is .05?
3. Reduce .09375 bu. to quarts.
4. If .327 of some work be done in 3 hrs. 38 min., how long will the whole work require?
5. 6 is $\frac{2}{3}$ of $\frac{1}{4}$ of $\frac{1}{2}$ of what number?
6. A piece of wood 5 ft. long, 1 ft. broad and 9 in. thick, is cut up into matches $2\frac{1}{2}$ in. long and .1 of an inch square. How many will there be?
7. When a post 11.5 ft. high casts a shadow on level ground 17.4 ft. long, a neighboring steeple casts a shadow 63.7 yds. long. How high is the steeple?
8. A town, after decreasing 11%, has 4,539 inhabitants. Find its number at first.
9. Teas at 68 cents, 86 cents and 96 cents a pound, are mixed in equal quantities and sold at 90 cents a pound. Find the gain per cent.
10. What was the cost when $17\frac{1}{2}\%$ was gained by selling goods for \$253.80?
11. A and B set out from London and Brighton at the same time, a distance of 50 miles. A walks 5 miles an hour, but after each 10 miles rests 40 minutes. B walks constantly 4 miles an hour. When will they meet?

12. If a coach traveling 9 miles an hour occupies 4 hours more than a railway train in a journey of 69 miles, what is the proportion between the rate of travel of the coach and the train?

GEOGRAPHY.

1. Describe the equator.
2. Tell what causes change of seasons.
3. What separates Spain from Morocco?
4. What are the chief causes of tides?
5. Mention the principal conditions upon which climate depends.
6. Name the highest mountain peak on the globe.
7. Name the Barbary States.
8. Name the boundary rivers of New York State.
9. What is longitude?
10. What places have the greatest longitude?
11. Bound the United States.
12. What states border on the Mississippi?
13. What states border on the great lakes?
14. In what zones is Mexico?
15. Between what bodies of water is Hindoostan?
16. Name the largest city in Egypt.
17. What two bodies of water are connected by the Suez Canal?
18. What countries of Europe border on Russia?
19. Between and through what states does the Connecticut River flow?
20. What peninsula north of the Black Sea?

GRAMMAR.

- 1-4. Write sentences in which the relatives "*who*," "*which*," "*what*" and "*that*" are properly used.
5. "What moods cannot be used in interrogative sentences?"
- 6-8. Give the principal parts of the following verbs: "*lay*," "*lie*," "*lead*."
9. What is the primitive of "*indescribable*?"
10. Compare the adjective whose superlative is "*last*."
11. Decline "*ox*" in both numbers.

12-14. Write sentences in which the word "*what*" is an "*exclamation*," an "*interrogative*" and a "*compound relative*."

15-18. Give one example each of adverbs of "*time*," "*manner*," "*place*" and "*degree*."

19, 20. Parse "*down*" and "*mercy*" in the sentence, "*Down, therefore, and beg mercy of the Duke!*"

Correct the following sentences if they need correction, and give the reason for the correction :

21, 22. Which of these two books is the best ?

23, 24. He puts down the mighty and exalteth the humble.

25, 26. He thought he should have died.

27, 28. I always have and I always shall think so.

29, 30. He tried to prove that there was no God.

31, 32. He only got the money for a few days.

33, 34. Do you know from whence the dew comes ?

35, 36. Who first discovered America ?

37, 38. I do not know who she went with.

39, 40. Either he or she do their best to please.

Give a complete analysis of the first two lines of the following exercise, considered as complete in themselves :

" Now came still evening *on*, and twilight gray
Had in her sober livery all things *clad* ;
Silence *accompanied* ; for *beast* and bird,
They to their grassy couch, *these* to their nests
Were *stunk* ; *all* but the wakeful nightingale,
She all *night* long her amorous *descant* sung."

Parse the italicized words in above exercise.

HISTORY.

1. Name the three main branches of the Caucasian race.
2. How is the unity of the races occupying Europe proved ?
3. Why is Egypt called the "gift of the Nile?"
4. What was the Rosetta stone ?
5. What invasion of Egypt occurred in 1798 ?
6. Name a famous land and a famous naval battle which took place during the invasion above named.
7. What other invasion of Egypt has since occurred ?
8. What were the causes of this last invasion ?
9. Name three famous Greek poets.

10. Name three famous Greek generals.
11. What country of Europe was the northern limit of the Roman Empire.
12. Name a famous poet; a great orator; and a distinguished general of Rome.
13. When does *modern* history begin?
14. What was the interval between the fourth and the eleventh century called, and why?
15. Who commanded the respective armies of England and France at Waterloo?
16. Who was the real founder of the Russian Empire?
17. Name three battles of the American Revolution, and give the names of the commanders of the armies engaged.
18. Name two naval battles of the War of 1812, and give the names of the commanders on each side.
19. What was the main cause of the late Rebellion in this country?
20. Name three important battles of said Rebellion, with the names of the generals commanding on each side.

LANGUAGE AND LITERATURE.

1. What language has contributed most to the English language?
2. What language is next in importance in its contribution to the English language?
3. What language has contributed largely to scientific nomenclature?
4. Define "*suffix*" and "*prefix*."
- 5-10. Give three examples of each.
11. What is meant by "*style*?"
- 12-15. Name four properties which every style ought to possess.
16. Show the distinction between "*wit*" and "*humor*."
- 17-24. Name four varieties of poetry, and give an example of each.
- 25-27. Name three great dramatists of any nation.
- 28-33. Name one distinguished Italian, one German and one French poet, not now living, and one work of each.
- 34-38. Who was the author of "Robinson Crusoe?"—of "Don Quixote?"—of "The Seasons?"—of "Childe Harold?"—of "Lady of the Lake?"

39. Name an American author, now living, who is a poet, a novelist and a writer of miscellany.

40-43. In your estimation who are the four greatest poets who ever lived?

44-48. In your estimation what are the best five novels ever written?

49-50. Name the best two living American poets.

SCIENCE.

PHYSIOLOGY.

1. Distinguish the terms *secretion* and *excretion*.
2. Explain the term *assimilation*.
3. Explain the term *respiration*.
4. Enumerate the principal viscera of the *thoracic* cavity.
5. Enumerate the principal viscera of the *abdominal* cavity.
6. Explain why there is no pulse in the veins.

PHYSICS.

7. Describe the thermometer.
8. Change 270° C. to F.
9. Define and illustrate the inertia of bodies.
10. How long must a pendulum be to vibrate in $2\frac{1}{2}$ seconds?
11. Describe the telephone—its use and what natural laws govern its action.
12. Describe the voltaic arc.

ASTRONOMY.

13. Explain the term *right ascension*.
14. Explain the term *declination*.
15. Explain the term *azimuth*.
16. Give Kepler's three laws.
17. Give the names of the principal planets in the order of their distance from the sun.
18. State the number of moons each planet has.

GEOLOGY AND BOTANY.

19. Classify rocks according to their mode of formation.
20. In what age did the trilobite exist?
21. In what age did the pterodactyl exist?

22. Explain the terms *corolla*, *stamen*, *pistil*.
23. What is an exogen? Give an example.
24. What are cryptogamia? Give examples.

LATIN.

1. Translate —

Eodem fere tempore P. Crassus cum in Aquitaniam pervenisset,— quae pars, ut ante dictum est, et regionum latitudine et multitudine hominum ex tertia parte Galliae aestimanda,— cum intelligeret in iis locis sibi bellum gerendum, ubi paucis ante annis L. Valerius Prae-coninus legatus exercitu pulso interfectus esset, atque unde L. Mallius proconsul impedimentis amissis profugisset, non mediocrem sibi diligentiam adhibendam intelligebat.

2. Give principal parts of *dictum est*, *intelligeret*, *gerendum*, *pulso* and *profugisset*.
3. Give syntax of *hominum*, *bellum*, *annis*, *exercitu*, *sibi* and *diligentiam*.
4. Account for all the subjunctives in the passage.
5. What was the office of proconsul?
6. Give two meanings of *legatus*.
7. What is the principal verb in the sentence?

Write in Latin —

8. Cæsar was the first to lead Roman soldiers across the Rhine.
9. We love that liberty which we have received from our ancestors.
10. Our soldiers are crossing the river, which is very perilous.
11. Let us march into the enemy's country, that he may not winter in ours.
12. Ariovistus sends forward his infantry with all his cavalry, which forces are to terrify our men.

DEFINITIONS.

- | | |
|-----------------|------------------|
| 1. Incurable. | 6. Saccharine. |
| 2. Rarefy. | 7. Precocious. |
| 3. Maintenance. | 8. Fallacy. |
| 4. Tenacious. | 9. Frontispiece. |
| 5. Delegate. | 10. Mediocrity. |

MUSIC.

1. What is a staff ?
2. What is the diatonic scale ?
3. What is the chromatic scale ?
4. What is the difference between a major and a minor scale ?
5. What is the key note of the natural scale ?
- 6-8. What is the key note of a tune in three sharps ? — in one flat ? — in four flats ?
9. Give the notes of the scale of two sharps.
10. Into how many departments may the elementary principles of music be divided ?
11. What varieties of time are in common use ?
- 12-13. On what line or space does F occur in the treble staff ? — in the bass staff ?
14. What is an interval ?
15. Of what value is a dot after a note ?
16. What is an octave ?
17. What is a third ?
18. What is a tie ?
19. What is a leger line ?
20. How is a "repeat" indicated ?

ANNUAL REPORT
OF THE
SUPERINTENDENT OF SCHOOLS.

ALBANY, N. Y., *September 1, 1882.*

To the Board of Public Instruction :

GENTLEMEN. — The Fifth Annual Report of the present Superintendent of Schools upon the condition of the various interests committed to his charge is respectfully submitted for your consideration.

ATTENDANCE.

A comparison of the statistics of attendance for the year just closed, with those of all previous years, will disclose some interesting and encouraging facts. For the two preceding years we were obliged to report a diminution in the attendance on our schools. It was slight, but still it was a diminution. This year the downward tendency of the figures has ceased ; the turning-point has been reached and the figures are mounting slowly, but, we believe, certainly. The registry of all pupils in attendance has been almost stationary. Last year its total number was 13976. This year it is 13984—an increase of eight. The average membership this year is 10068—a gratifying increase of 344. The average attendance was 9350—an increase of 364 over the year preceding, and of 167 over the highest total reached since the organization of the schools. These figures are thought to be auspicious. Evidently the causes which led to diminution in attendance, during the preceding two years, have ceased to operate powerfully in that direction. The sudden acceleration of business two years ago, with its

demands for hands in factories and shops, drew seriously upon the higher grades in our schools ; but, during the past year, this tendency has been counteracted. Prosperity evidently has permitted more children to remain in constant attendance than the demand for labor has withdrawn from school. The increase in average membership and attendance has justified the prediction of last year's report, that a return to the normal condition of steady growth was near at hand. The per centage of attendance, based upon the total enrolment, has returned to the position of two years ago ; namely, sixty-five. The per centage of attendance based upon the average membership, the true index of regularity, is ninety-two. The influence of this high degree of regularity is plainly reflected in the zeal and enthusiasm of teachers and pupils, during a year of unusually fruitful effort.

The publicity given in the public press to the statement that Albany shows the lowest per centage of attendance, as compared with the total of school population — *i. e.*, all persons between the ages of five and twenty-one — of any place in the State, demands some notice. That statement was derived from a table of statistics in the last report of the State Superintendent.

A cursory examination of the figures there given would seem to confirm the allegations of the press. By looking more closely it will be seen, however, that the figures referred to pertain to Albany county, not Albany city, and that the low per centage is attributable to the very low rate of attendance — 19.46 per cent — in the city of Cohoes, whose multitudes of spindles are kept in motion by the aid of thousands of children of school age.

But even when allowance has been made for the small attendance of Cohoes, the table above cited does not show the true state of attendance in Albany. The per centage there given — 25.97 — is based upon the average attendance on the public schools alone ; while by considering also the average attendance upon academic,

parochial and private schools, the figure is immediately raised to thirty-eight, which is higher than those given for the majority of other cities in the State.

Considering the total enrollment, Albany city reaches the very respectable rank of sixty-five per cent; while the average membership gives ninety-two per cent; these two items showing a remarkable regularity of attendance.

Such statistics as those above cited from the State Superintendent's report should be quoted by those only who are able to obtain the facts in detail; otherwise they are apt to be, as in the case under discussion, one-sided and misleading.

SCHOOL CENSUS.

We have no reason to believe that the total number of children in the city between the ages of five and twenty-one has materially increased. This conclusion is based on the slight change in the number enrolled in our schools. We compute the school population to number 35500, of whom 13984 attend the public and about 5000 the other schools of the city. No exact statistics will be available until the census is taken by the State in 1885.

TARDINESS AND HALF-DAY ABSENCES.

The table, accompanying this report, giving the items of tardiness and half-day absences for the past four years, will repay careful inspection.

The chief facts are stated in the following

T A B L E .

YEAR.	Half-day ab- sences.	Cases of tar- diness.	Per cent of tardiness.	Decrease in half-day ab- sences.	Increase in half-day ab- sences.	Decrease in tardiness.	Decrease in per centage
1879...	111,063	42,170	2.3	.....	.....	.....	.....
1880...	118,034	24,227	1.3	.....	6,971	17,953	1.0
1881...	121,249	12,145	.6	.....	3,215	12,083	.7
1882...	109,351	9,351	.5	11,898	.....	2,794	.1

N. B.—The per centage is based upon the average attendance of each year.

It will be observed that while great strides were made in the reduction of tardiness in 1880 and 1881, there was, in both years, a considerable increase in the number of half-day absences. These facts gave some color to the belief held by some school officers that any decided decrease in tardiness would cause, if not a corresponding, at least a marked increase in half-day absences, a result, in their opinion, more deplorable than the evils consequent upon a large tardy list. It seemed, however, to the writer that these increments in half-day absences were only temporary, and were only the accidental accompaniments of a transition period. It was believed that when parents and pupils became more fully educated to the importance of punctuality, the tendency to be absent for a half session would gradually diminish, and that, eventually, a fuller attendance upon both sessions would result.

It may be too soon to say that such a result has been reached; but the reduction made this year in half-day absences, viz., 11898, would appear to confirm the correctness of the opinion just stated. Again, the experience of individual schools shows clearly that any increase in half-day absences must now be ascribed to other causes than our efforts to diminish tardiness. The largest decrease in these absences in any one school, this year, was 2081. In the same school tardiness decreased 432. In another school half-day absences decreased 1196, while tardiness increased four, or in effect remained stationary. In only two instances were increments in the one accompanied by a decrease in the other, and in neither of these was that decrease marked enough to be sufficient cause for the large increase. Again, the largest increase in tardiness was accompanied by an increase in half-day absences. The total decrease of half-day absences was 11898, while the falling off in tardiness was 2794. The inference from these figures seems fair, that in a series of years vigorous efforts to lessen the amount

of tardiness will not only effect much good in the formation of habits of punctuality in individuals and in the saving of valuable school time, but will also promote regularity of attendance. The experience of a few more years will fully determine the correctness of this conclusion. In the meanwhile, we feel privileged to congratulate ourselves that during the past year only one-half of one per cent of the average number of pupils in daily attendance were tardy ; and that the total annual tardiness has been reduced in four years from 42170 to 9351. While we believe that the rate is now about as low as one as we care to maintain ; nevertheless, despite the tireless vigilance essential to the maintenance of such a result, we do not propose to relax that vigilance for a moment, being well assured that we have been handsomely repaid for our exertions by the increased efficiency of the schools.

TRUANCY.

There were 650 cases of truancy reported during the school year, one more than during the previous year. As stated in the last report, a large number of these are chargeable to a small number of pupils, the actual number of truants being about 500.

One school, with an average attendance of about 200, reports no cases, while another, whose average attendance is less than 150, reports forty-eight cases. The former school is located in a district surpassed by no portion of the city in the intelligence of its people, and where the schools are so overcrowded that hundreds fail to obtain seats, while the other is losing in numbers year by year, though idle and vagrant children may be seen any day loitering in the neighboring streets. Extended comment is unnecessary. Truancy is essentially an offense against the parent, and although teachers and school officers should and do co-operate with the natural guardians of the children in preventing the commission or repetition of the offense, primarily the remedy should devolve upon

those whose commands have been disobeyed. What then shall be done for those whom neither the authority of parents nor the entreaties of teachers can cure? Shall they be permitted to wander through our streets, acquiring idle and vicious habits with fatal facility, until at last they swell the already too full ranks of crime? What, too, shall be done for the cognate and more numerous body of neglected children, whose parents know they do not attend school, but do not care how ignorant they remain or how vicious they may become? There is always hope that a truant may be reformed, for his parents at least desire his reformation; but the neglected boy or girl seems to be left without resource, almost without hope.

Last fall, at the request of the Board of Public Instruction, a simultaneous and uniform inquiry was attempted by the police department, as to the names, residences and ages of truant or neglected children found idling on the public streets during school hours. Unfortunately, through the *enterprise* of newspaper reporters, public announcement was made that on certain days the police would interrogate all children found abroad. Upon the days advertised the streets were almost deserted and the officer who could get within a block of a boy under twenty years proved himself both wary and agile. Nothing came of this first attempt; but after some ten or twelve days had elapsed and the street Arabs had been lulled into fancied security, another effort was made. The press failed to ascertain and advertise the intention of the police at this time, so the streets were not wholly deserted. The officers, however, found great difficulty in getting truthful answers, the impression made by the publicity previously given to the proposed inquiry, being that arrests would soon follow. Many children accustomed to roam abroad were frightened into remaining in-doors during school hours for a few weeks, but these returned to old customs as soon as the surveillance of the

police was removed. Some half dozen pretended to attend school, but unaccustomed to discipline or any restraint, or perhaps shamed and discouraged by the comparison of their attainments with those of younger and smaller pupils, these also, in a few days, resumed their nomadic habits. The following instructions were given the police. It will be noticed that the inquiry was confined to children between six and sixteen years of age, and did not wholly embrace those of legal school ages, five to twenty-one.

INSTRUCTIONS.

MAKE THESE INQUIRIES BETWEEN 9:30 AND 11:30 A. M. ; 1:30
AND 3:30 P. M.

Question all children found on the street who are between six and sixteen years of age ; except those who are evidently engaged in some employment, such as errand boys, nurse girls, etc. Ask each one:

- 1st. Do you attend school ?
- 2d. Where ?
- 3d. Why are you not in school now ?

If question No. 1 is answered Yes, and the answers to Nos. 2 and 3 do not show the child to be a truant, make *no note* of the case.

If the child proves to be a *truant* enter the particulars called for on the other side of this paper.

If the answer to question No. 1 is No, enter on the other side of this paper the particulars there called for.

The particulars asked for were, name, age, name of parent or guardian, residence and whether truant or non-attendant.

The net result of the investigation was that the police reported that they found on the streets twenty-eight truants, and 132 children not attending any school. This number, though small when compared to our school population, is too large to be slighted as a factor in the composition of social forces. Directed into the right channels these waifs may become potent for good. Left to drift, they are sure to become potent for evil. There is

little doubt, had the police been allowed to make the investigation unheralded, that they would have reported at least double the numbers given above. This is the belief of the police and of others whose means of observation are equally advantageous.

In order that the inquiry might be fruitful of discussion, if not of action, the whole matter was placed before the Principals at one of their monthly meetings, in an able paper prepared by Principal Bothwell. An animated discussion followed the reading of the paper, during which, although widely varying opinions were expressed as to details, the common conclusion was elicited that these children offered a legitimate field of effort to our school authorities, and that the exigency would be met in the most effective way by the establishment of such an ungraded school as was suggested and outlined in last year's report. The various ways in which such a school would become a useful auxiliary to our system, were fully represented then and need not be repeated here. It is not intended to urge any immediate action in this matter. An ungraded school to be effective must be aided by truant officers and all the machinery of compulsory education. These adjuncts cannot be provided without considerable expenditure. Until all our old, ill-arranged and ill-ventilated school buildings have been replaced by new ones of approved plans, or have been remodeled to meet the requirements of our ideas of comfort, health and convenience, the Board has no funds which can be applied to a new department. But, although the project must be postponed for the present, it is thought well to keep it fresh in the minds of all who desire to see the broadest and most effective work accomplished by our schools, so that when the favorable opportunity does come, it can be seized and the work entered upon without delay.

ATTENDANCE OF TEACHERS.

The full number of days of attendance required from our teachers was 46047. The number of days lost by absence was 596. The per cent of absence was $1\frac{1}{10}$, or five-tenths less than last year. The average loss of time was two and a-half days. There were forty-nine cases of tardiness, and in most of these cases the time lost would not exceed five minutes. It is believed that no body of employes, either public or private, can furnish a better showing in punctuality and regularity of attendance than the above.

RECESSES.

The consideration of the propriety of curtailing the hours spent by our pupils in the school-room, without abridging or modifying our course of study, by resorting to single sessions, incidentally raised the question, early in the year, whether mid-session recesses were necessary or profitable.

The proposition to abolish so time-honored an institution as "the recess" was too revolutionary to be hastily adopted. The *pros* and *cons* of the question were considered for several weeks. The opinions, not only of the Principals, but also those of all assistant teachers, were obtained. The Committee on Rules also looked carefully into the matter, and many parents were consulted as to the household convenience of the proposed change in the school hours. The Committee on Rules was so strongly impressed with the affirmative arguments, that upon the recommendation of that committee the Board suspended for three months, from December first, the by-laws fixing the school hours and the recesses, and directed the following hours as an experimental schedule :

From 9:00 to 11:30 o'clock A. M.

From 1:15 to 3:30 o'clock P. M.

Ten-minute recesses for the first and second year classes in each session. Individual, but no general recesses for

all other grades. No change was made in the hours of the High School, which has a single session from 9 A. M. to 2 P. M., with a twenty-minutes recess.

Many considerations led to the adoption of the new schedule, the chief of which are as follows :

1. Regard for health is the paramount factor in the arrangement of school hours. Now, under the new arrangement, more time for out-door physical exercise is given to school children. The old schedule from 9 to 12 A. M. and from 1:30 to 4 P. M., embraced in all five hours and a-half. The new time-table covers a total of four hours and forty-five minutes of school work. Deducting the half hour previously given to play each day, there remains a net gain of twenty-five minutes for play in the day-time. This extension of the time for the free exercise of limb and muscle must meet the approval of all who appreciate the importance of sound health during the period of mental training.

2. The shortened school hours, unbroken by the preparation for the interval of recess, and the minutes required to return to the tranquil condition of mind necessary to a proper attention to school exercises, give a real gain in working school-time. Experience has shown that this is a real and not a fancied gain. In some of the larger schools, the general recess, including the passing to and from the yards, deducted not less than an hour each day from the school-time. In smaller schools, the time occupied was not so long, but in all a decided gain in time for real school work has been observed since the change of schedule, varying from ten to thirty minutes. The objection that individual recesses would greatly interrupt the recitations does not hold good, as all teachers report that as soon as the pupils learned, as they did in a week or two, to adapt their personal habits to the changed conditions, the applications for individual recesses became even less frequent than they were before the new arrangements were adopted.

3. The abolition of a general recess has largely reduced the number of cases of discipline, calling for the intervention of the Principal. Teachers state that more than one-half of all these cases arise from collisions of various kinds occurring on the play-ground. The adjudication of disputes, the hearing of complaints and the reproof or punishment of offenses emanating from the friction of masses of children playing together, have heretofore taken an undue share of the time of Principals. The chief occasion of such offenses having been removed, much time has been gained for the more important functions of a Principal; namely, the supervision of the daily work of assistant teachers.

4. An evil constantly dreaded by those in charge of school children is the danger of bodily injury which may be inflicted upon each other by children during the more or less rough play inseparable from a common recess. This danger is now wholly avoided.

5. The opportunities of exercising the acts of petty tyranny so dear to many boys and girls have been greatly lessened. Many a timid and delicate child has foregone the privilege of a recess through fear of "the little tyrants of his field." Such children will no longer suffer wrongs of this kind during school hours.

6. The main reason for the existence of recess has been its presumed necessity as a means of preserving health. Yet how many coughs and colds are attributable to the careless venturing of bareheaded and half clad children into all sorts of exposure to weather during recess! Nor will the greatest vigilance on the part of teachers prevent many pupils, especially girls, from heedless exposure during the intermissions. The chances of evil arising from this source are certainly largely reduced by the abolition of recess, especially in our newer buildings, whose water-closet arrangements are such that no scholar need go out of doors in bad weather.

7. One of the weightiest considerations in favor of the

change under discussion, is that the opportunities of moral contamination are reduced to a minimum. During recess, the widest, almost the only opportunity, during school time, occurs for the "evil communications that corrupt good manners." While in the school-room, in the presence of the watchful teacher, while attention is absorbed in recitation or study, few chances are offered for the exertion of evil influences. During the necessarily unrestrained associations of a general recess, however, the ears of the innocent and guileless are assaulted by more or less of indelicate and profane language, till, too often, the moral sense becomes dulled by daily repetitions, and the evil words becoming only too familiar are adopted, to be soon followed by the evil thoughts and acts such words engender. By abolishing recess a fruitful occasion for the spread of vice is removed ; while the continuous hours of abstinence from the use of bad language, perhaps from the harboring of bad thoughts, must tend to the reformation of bad habits and the confirmation of good ones.

8. The longer interval between the two sessions serves family convenience. The great majority of our pupils dine with their parents at noon, and the older children are now enabled to assist in the prompt preparation of the mid-day meal, to the relief of overburdened mothers, and the gratification of hungry and hurried fathers. It is admitted that family convenience is better suited now by school hours than it has been heretofore.

9. In the past, upon the average, 500 children were excused daily at 11.30 A. M., for the purpose of conveying dinners to fathers or brothers, working at great distances from home. The serious interruption the loss of the half-hour caused in the progress of these children, has been a constant drag upon whole classes as well as upon the individuals who were thus constantly in arrears in their school work. The dismissal of all at 11:30 at once closed this source of annoyance, to the intense relief of both teachers and taught.

10. The closing of the afternoon session at 3:30 o'clock enables all school exercises to be completed, even in winter, in good, clear daylight, and permits the children, upon even the shortest days, to reach home and have some out-door play before dark.

The foregoing are the more important affirmative arguments for the abolition of recess, though many minor ones might be advanced.

The new schedule was put upon trial for three months, at the end of which time a report was obtained from all the schools as to its practical workings. The unanimous verdict of the teachers was that the change of hours, and especially the abolition of a general recess, had resulted even better than its most earnest advocates had claimed that it would. All the expressions that could be obtained from parents and others interested in school children were extremely favorable. Said one parent, who has four children attending school: "This is the best step your Board has taken for years. I have always been worried about what might happen in a hundred ways, during the turmoil of a general recess." Said another: "Do not go back to the old hours; the present program is much more satisfactory to me and all parents of my acquaintance."

The Board, therefore, made the new schedule permanent, and thus far nothing has been observed to raise any doubt as to the wisdom of its course. It is not claimed that the experience of a few months can determine the question. The experiment will be conscientiously watched in all its bearings, especially in its effect upon the health of scholars.

It should be noted here that a continuous strain of study and recitation is not kept upon our pupils during the entire session. A few moments interval for mental rest with liberty of communication is given between the various exercises. Individual recesses are granted freely,

although, as said before, they are not asked for with as much frequency as when general recesses were given.

The argument has been adduced against the abolition of recess, that it prevents that commingling of children of all conditions in life, which has tended to keep alive the democratic spirit so essential to the preservation of our free institutions. Did school recesses furnish the only chance for children to meet upon common ground there might be some force in the argument. But all who are familiar with the daily out-door lives of city children in the streets and parks, know that there is no lack of opportunity for the mental and physical attrition which smooths the rough edges of prejudice and caste. Add to these opportunities the friction of daily mental contact in the school-room, with its emulations, its victories and its defeats, and there need be no fear of decadence in the democratic spirit hitherto characterizing our public school children.

The ten-minute recess in each session is given, by the rule finally adopted, to the members of the first, second and third year classes, embracing children from five to nine years. But these recesses are so conducted that few children go out at once, thus avoiding most of the objections attending the general recess, while giving the complete break in school work which yet seems essential to the health of those of tender years.

EXAMINATIONS.

Early in the year, the Board directed that the formal and continuous oral examinations theretofore conducted by the Superintendent and the different Sub-Committees, be discontinued. Besides his frequent personal examination of classes, the Superintendent examined, by means of printed questions, every class in all the schools, except the High School, upon all the subjects in the course except reading, at the close of each semester in January and June. These examinations were entirely written ;

and all of the questions were prepared by the Superintendent, except those in drawing and music, which were written by the special instructors in those branches. The preparations for each of the written examinations involved the writing of seventy-eight question papers, and the selection of over sixteen hundred questions on each occasion. When it is understood that these questions cannot be taken haphazard, but that each one must be carefully considered as to relative advancement and difficulty, it will be seen that it is no light task. Yet an examination which is not fitted with exactness to each gradation of the classes, will fail to reflect in its reported results the true state of scholarship.

The reports of the Principals, embodying the results of the two written examinations, have been duly rendered and carefully studied. The subjoined table, compiled from these reports, exhibits with sufficient accuracy, the *status* of our scholars in scholarship :

T A B L E

SHOWING THE COMPARATIVE RESULTS OF THE WRITTEN EXAMINATIONS HELD IN THE SEVERAL SCHOOLS DURING THE YEAR.

STUDIES.	Excellent.	Good.	Fair.	Bad.	Total classes examined.
Arithmetic	160	104	19	2	285
Geography	108	47	7	....	162
Spelling	248	34	2	1	285
Language	114	45	4	....	163
History	13	17	....	...	30
Music	235	34	2	....	271
Drawing	171	51	4	2	228
Penmanship	97	80	6	....	183
Total	1,146	412	44	5	1,607

The total number of classes examined exceeds that of last year by eighty, the increase being in the subjects of geography, spelling, language, history and penmanship.

The total of *excellent* classes is about the same — two less ; there is an increase in the number of *good* classes of one hundred eight ; a decrease in the number of *fair* of twenty-two, and in the number of *bad*, of four.

These figures are believed to indicate a steady maintenance of the high standard of work done in our schools in the past. In some studies, notably in arithmetic, language, spelling and history, it is plain that better work has been done than heretofore, while the other branches have not materially fallen off.

There is now but one opinion of the superiority of the written examinations to the oral, whether considered as *stimuli* to teachers and children, as a guide to promotions, or as a test of attainment and progress. No one connected with the schools desires to return to the old practice.

The Superintendent made 152 personal visits of inspection and examination during the year, using every school day not occupied by office work. This gives an average of six visits to each building. These visits, although systematic, were unannounced, thus enabling him to see all the schools and classes in their every day form. The discussion of the remaining topics in this report is based chiefly upon the observations made during these visits of inspection, though some inferences are drawn from study of the reports of the written examinations.

The annual recurrence in a school report to topics which are necessarily uppermost in a public school system gives it an air of sameness which is unavoidable when the topical plan is used. But since this report is a convenient channel of recommendation and suggestion to teachers, as well as a source of information to the school authorities and the public, the topical arrangement of previous reports will be adhered to in this.

Convenience of reference and directness of statement in an official document are certainly preferable to discursive originality.

READING.

The general plan of examining the reading classes described last year was followed this year. The Superintendent heard nearly every class in the school read, at least once. The pupils were tested upon both review and advance lessons, and in reading at sight from unfamiliar books, or from the black-board.

It is believed that our teachers generally are becoming more skillful in the handling of reading classes, and very much of the reading is all that can be desired.

The criticisms made last year upon the work of second year teachers of this branch has resulted in improvement in many cases, although there are still teachers of that grade who fail to supplement the excellent work of their immediate predecessors by continuing the use of the methods so successfully employed in the lower grades. In all such cases the reading is very inferior. This is the more to be regretted, as there is no doubt that a little more energy and perseverance would have reversed the unfavorable verdict. It is hoped that the teachers who have thus failed will take heart of grace from the example of their associates and disarm future criticism by doing better work.

The reading of the higher grades, especially that of the ninth year class, does not evince the progressiveness promised by the proficiency of the lower grades. Our course of study calls for an exercise in critical and elocutionary reading twice a week in the ninth year class. This requirement has been overlooked in some schools, at which, upon inquiry, it has been ascertained that no exercises in reading were given throughout the entire year.

The course requires these exercises in addition to the weekly rhetorical exercises. If the course requires too much let this *proviso* be stricken out ; but if it remains it should be complied with. The fact that, owing to the requirements of the bi-monthly examinations of this class,

conducted by the Committee on Examinations, the ninth year class has not adhered strictly to the direction of the Manual in other branches, does not justify the utter neglect of a branch in which there is no written examination.

The plan of suggesting the titles of books suitable for home reading, which was described at length last year, was very generally adopted throughout the schools. Although the full effects of these suggestions cannot be easily ascertained, the frequent consultation of scholars with their teachers as to the character and cost of the books in the lists, together with the incidental remarks of the pupils, encourage us to believe that the taste for reading good books has become more general. The custom of furnishing the lists of titles will be continued.

QUOTATION EXERCISES.

Among the recommendations of last year's report was one "that the committing to memory and rehearsal of short quotations, be made a part of the daily program of all the classes." The suggestion was referred to the Committee on Text-Books and Course of Study. The committee had the matter under advisement during the year, but did not report until July, because it did not find, until then, a hand-book of selections graded so as to meet the wants of the various classes. When it had found such a book, the committee reported in favor of its adoption, together with a recommendation to make the exercise a part of the course of study. The Board unanimously adopted the report of the committee. Hereafter this exercise will be an element in the daily program of all classes. During this year, many teachers voluntarily introduced the daily rehearsal of quotations, upon the general plan suggested last year. The teachers are warm in their expressions of confidence in the educational influence of the gems of wit and wisdom so easily made familiar to their pupils.

SUPPLEMENTARY READING.

The Board having approved the suggestion "that twenty-five copies of a child's magazine be subscribed for, to be used for silent and occasional class-reading in the primary grades," the schools have been supplied throughout the year with copies of the magazine known as "Our Little Ones." The book has proven admirably adapted to the use intended. The odd moments of pupils who complete their daily work more quickly than their companions, are now pleasantly occupied with entertaining and fresh reading; thus permitting the teacher to devote uninterrupted attention to those who need personal assistance. The aid given by these little books in the discipline of pupils who become restless through want of occupation is marked, and when an accumulation of the numbers of the magazine permits a more constant use, it is believed they will prove an indispensable auxiliary. The continuance of the subscription will largely repay its trifling cost.

These books and the supplemental books of the Franklin series, now used so advantageously for sight and additional reading, furnish quite a wide range of matter for these purposes. Although some more reading matter could be used with profit, it is not thought best to advise any more expenditure in this direction than will suffice to furnish a few more copies to each school of the supplemental books now in use. The excellent results of the small yearly purchases of additional reading matter have fully vindicated the wisdom of the appropriations.

SPELLING.

No deterioration was shown at the last Regents' examination in the high standard of spelling heretofore maintained by our schools. The average per centage was ninety-three. Of the 320 public school pupils examined, 304 fulfilled or exceeded the requirement of eighty-five correct words out of the one hundred written. This is

fourteen more than passed last year. Fourteen scholars spelled every word correctly. In the other grades, the relatively far more exacting tests of the Superintendent's last written examination in spelling, produced a general average of ninety-one per cent, although one school fell to the inexcusably low point of sixty-nine. These latter tests consisted entirely of sentence and paragraph writing, instead of the columns of detached words formerly used, and included capitalization and punctuation.

The system of silent spelling fully described in previous reports, has been gradually extended to nearly all classes. The few classes in which oral spelling is continued do not compare favorably with those whose spelling is acquired wholly by means of written exercises. Believing that a change from the routine methods of conducting the spelling exercises of the higher grades would prove successful, the Superintendent caused a trial to be made in the seventh year class of School No. 21 of the following plan, the underlying thought of which is, that by accustoming the pupil to look closely at every new word as a unit, an exact image of the whole word would be fastened in the memory, which would enable him to reproduce a correct copy thereof at will, with greater ease than he possibly could by conning and repeating the successive letters.

1. The ten or twelve words of the daily lesson in the speller, and the more difficult words from the portion of the reading lesson which is assigned as a spelling exercise, were first written upon the black-board by the teacher.

2. The scholars' attention was then called to the form of the word as a whole, sufficient time being given to permit the formation of a mind picture of the word in its entirety; then any peculiarities of spelling, or any elements which might mislead through similarity of sound when the word is spoken, were pointed out.

3. The word was next accurately defined, both by a

carefully worded definition, and by actual use in a sentence. Both of these things were done by the scholars if they were capable, or by reference to a dictionary if there was time. In many cases, however, the teacher was compelled to both define and give the proper use of the word in the sentence.

4. Any synonyms or homonyms which appeared in or were suggested by the list of words were then explained. In each case the distinctions were illustrated by the use of the words distinguished in sentences, by the pupils, if they were able, if not, by the teacher. When these steps had been completed, the lesson was really acquired without farther study ; although a few pupils at first required some farther preparation.

5. The words were then erased, and at the next spelling exercise sentences were dictated, in which the words previously studied were incorporated. A paragraph from the reading lesson was also dictated. Correct punctuation and the proper use of capitals were required.

6. The work was then corrected by exchange of slates, or by the teacher, in spare moments, as deemed best. If, by exchange of slates, the teacher read the sentences and the paragraph aloud, pronouncing the capitals and punctuation marks as they occurred, each scholar noting the errors on the slate he held.

A noticeable feature of this plan is the constant co-operation of pupils and teacher in the preparation of the lesson. Nothing can create a livelier interest among scholars or give them greater zest in their work, than realizing that they and their teacher are working together for a common end.

Perhaps the strongest encomium that could be passed upon this plan was the remark made by a girl to her teacher, after it had been in operation a few days. "Why," said she, "if we study spelling in this way we will never miss!"

The plan worked so well, that after a few weeks' expe-

rience the teacher and the class were invited to give a model lesson before a large number of teachers. The lesson was admirably given, and called forth expressions of the highest commendation.

The teacher first using the method above described, says she would not return to her former usage upon any consideration. It is thought that this plan of teaching spelling will be very generally used in the higher grades during the coming year.

The plan is not claimed as a discovery, nor as embracing any new ideas. It is at the best only a new combination of old elements, familiar to all successful and experienced teachers. The details are given here for the benefit of any teachers who wish to avail themselves of its advantages.

ARITHMETIC.

About the same results obtained at the Regents' examination of the ninth class as last year. Two hundred twenty-six (226) of our pupils attained the requirements of the test. This is four more than passed last year, or about the same proportion considering the number examined.

At the June examination of the other classes, an average of eighty-four per cent was reached in this subject. One school had the remarkably low average of fifty-six per cent, while another, a primary with classes of the lowest three grades, reached the remarkably high one of ninety-seven per cent. The other schools were quite uniform in the per centage reached, being generally above eighty and below ninety. These figures would seem to indicate that the work done in arithmetic is satisfactory. And the work is satisfactory when its amount and character is considered. More school time is given to, and more pains taken with the subject of arithmetic than with any other study in the course, and yet the results are confessedly uneven and ill-proportioned to the time and labor expended. The truth is, that the average text-book in

arithmetic is loaded down with so much useless lumber that it is not surprising that teachers and pupils flounder and stumble and fall.

By direction of the Board, the Principals and Superintendent conferred during the year upon what portions of the text-book in use could be omitted without detriment. A report recommending the omission of some fifty-seven sections, or about thirty pages of matter, was submitted to the Board and immediately adopted. This action will somewhat relieve the difficulties of the situation, but there is still much of cumbersome material left, which is unessential, if not useless. Could a more modern text-book, prepared with special reference to a practical course, and from which all antiquated and unessential topics have been omitted, be substituted for the one in use, it is believed that better work might be done.

GEOGRAPHY.

Two hundred eighty-seven (287) of the ninth year class passed the Regents' examination in geography. This is the largest number that ever passed in this subject at one time, and exceeds last year's by twenty-five. The other classes made an average of eighty-five per cent at the last written examination. Better teaching of geography, it is thought, is now done than ever heretofore; this is especially true in the lower grades, where the teaching is almost or entirely oral. One of our most successful teachers of primary geography has kindly prepared a syllabus of her work, which she offers for the use of other teachers. The cost of printing this in pamphlet form would not be great, and as it would undoubtedly prove a valuable aid to the less experienced, it is recommended that enough copies be printed to furnish all teachers of the third and fourth year classes.

LANGUAGE.

This topic was so thoroughly discussed in the last three reports, that little need now be said. Its relatively high

importance has been kept as steadily in view as ever. By means of model lessons, discussions and personal words of encouragement and advice, teachers have been led on to persistent exertion in the endeavor to develop a love for, and the daily use of, correct, strong and idiomatic English. Nor have teachers or scholars needed much spurring, they readily seeing how language-work fits in with and aids every other branch; few teachers now fail to make every daily exercise to a greater or less extent a language lesson. That the pupils are responding to these efforts is certain from the constantly improving character of all their written work, as well as in the greater readiness and correctness of their oral expression.

It is believed that the reproach, which was unanswerable four years ago, that boys and girls of fourteen or fifteen on leaving our schools could not properly address or subscribe to a letter, or write an ordinary business communication with clearness and brevity, will no longer apply to our Grammar School graduates. Indeed not a few pupils of nine or ten years will now produce written work which could not have been surpassed by the highest grade scholars some five years ago. Much has been done in a short time; but much remains to be done before our language work will be so conducted as to meet unqualified praise.

When one looks back and reflects how technical grammar was entrenched in our schools, behind the walls of prejudice and time-honored usage, one feels like applying the words of the poet:

" Illi robur et aes triplex
Circa pectus erat —"

to him who first had the temerity to attack the strongly fortified position. But common sense and sound reasoning have prevailed, as they always will, and scientific grammar is being gradually but inevitably relegated to its legitimate sphere in the highest grammar school and first High School grades.

Two hundred fifty-eight (258) pupils passed the Regents' last examination in grammar, being thirty-two less than passed last year. The slight encomium passed upon the Regents' question-paper in grammar of last year is withdrawn with regret. The promise then apparently made that the grammar papers would gradually assume that practical character which is felt on all hands to be so desirable, was broken to our feeble hope in the paper offered this year. It seems a pity that these broad spread examinations are not made the strong lever they might be, in establishing throughout the State a system of instruction in language that will fit our boys and girls for that practical and easy use of their vernacular, which is called for in order to success in every walk of life.

HISTORY.

Of the three hundred twenty-two pupils applying for admission to the High School only ninety-three wrote the seventy-five per cent of correct answers to the questions in American History, required by the regulations governing the Regents' examination.

The Board ordered a change of the text-book in United States History, in February, but as the school-year was half over, it was thought best to allow the ninth year pupils to continue using the old book until their course was completed. This may partially account for the meagre result of the examination. We shall be better able to judge of the effect of a change of books when the new one has been subjected to the same test at the end of another year. The eighth year classes which had used the new book, certainly passed a much more creditable examination in June than did the ninth.

It would be unfair, nevertheless, to ascribe the failure of the latter class wholly to the inferiority of the text-book. The direct cause of the failure will be found in the peculiar test questions offered. Some of these were incomprehensible to the quite immature scholars attempt-

ing to answer them. For instance, they were asked to define the *right of primogeniture*, a term few of them had ever met, and still fewer comprehended. Again, some questions were directed to points of detail of little consequence, and such as no teacher of history, desirous of fixing in the minds of scholars the salient points of our country's rise and progress, would think of emphasizing. For example, the date of Vermont's admission to the Union, and the name of the first Chief Justice of the United States Supreme Court were asked for. Enough of these questions upon points of some interest, perhaps, to the general reader, but having no bearing whatever upon the broad picture of events which should result from a brief course in American History, were scattered through the paper to prevent the bulk of the pupils from answering the required number. The test-paper bears evidence of a *'prentice* hand ; perhaps the next will not be open to the criticisms here made.

PENMANSHIP.

The lively interest awakened in this branch last year has not been suffered to wane. No new feature has been introduced except that the use of pen and ink has been extended to a number of classes of the second year, whose teachers asked permission to undertake the experiment. The success these teachers have met with will probably lead to the extension of pen-writing to all classes of that grade.

The examination specimens of penmanship for all grades using the pen, were carefully marked by a committee of teachers. The specimens submitted showed, it is thought, a decided improvement upon those of preceding examinations. The marking of each paper and giving the result its due weight in deciding upon promotions offer all the stimulus needed to keep up good work in penmanship.

DRAWING.

The subject of drawing in the public schools calls for no special comment at this time. The enthusiasm of the pupils, the ardor of the drawing-master and the faithful endeavors of all teachers have produced results that have gradually overcome most of the opposition to this important branch. It is believed that, provided we continue to show the progress of the past five years, there need be no further discussion of the propriety of teaching the art of drawing at public expense. Already the influence of the work done in the schools of this city is making itself felt in work-shops, architects' offices and studios.

The customary annual exhibition of drawings was given at the High School. Some fifteen hundred drawings were shown and throngs of deeply interested visitors inspected them during the five days of the exhibition. This exhibition surpassed all previous ones in the variety and merit of the drawings.

The chairman of the Committee on Drawing, John H. Lynch, Esq., for the second time offered a gold medal — the medal itself being a beautiful object of art — to the pupil of the High School producing the most meritorious drawing illustrating industrial art. The Committee of Award, while commending highly the production of four other pupils, unanimously awarded the medal to Miss Minnie C. Foster. The medal was presented to the successful competitor, on commencement day, by St. Clair McKelway, Esq., who made a very happy speech pertinent to the occasion.

At the competition for prizes offered by the Dixon Crucible Company, awards were made to public school scholars of this city, as follows:

Maggie Overton, High School, a prize of fifteen dollars.

Bessie Grindrod, School No. 6, a prize of ten dollars.

Percy Nicholson, School No. 11, a prize of five dollars.

These things tend to show the highly meritorious char-

acter of the work done in drawing in our schools during the past five years ; but it must not be inferred that we have reached the high plane of attainment in the art which we should strive to reach. We have made a good beginning, but there must be no halting in our progress towards far better things.

Any one who had the good fortune to visit the exhibition of drawings given at Saratoga Springs, last July, in connection with the annual meeting of the National Educational Association, and who examined the displays made by the cities of Worcester, Mass., and Columbus, Ohio, would readily see that there remains a broad field of effort in the line of industrial art which we have not yet attempted. The earnestness and enthusiasm of our excellent drawing-master, sustained by our efficient committee and the approval of the Board and the public, will lead, if not relaxed, to the accomplishment of results in this department worthy of higher praise than that already gained.

The High School is indebted to Walter Dickson, Esq., who had kindly acted as chairman on the committee which awarded the Lynch Art Medal, for the gift of a fine model of a Corinthian capital for the use of its drawing classes.

Music.

The examinations in music were even more searching and difficult than heretofore. The classes sustained the tests with equal credit to themselves and their instructors. The average percentage of correct answers was ninety-three.

The Committee on Music and the Musical Director have re-arranged the program of the latter's visits to the schools, so that a longer time will be given next year to the classes in the higher grades. It is thought that this will result in better vocalization than before obtained. The services of the Musical Director will also be available in the Teacher's Training Class, so that the attendants on that class will receive the benefit of his instruction before undertaking the conduct of classes in the schools.

DISCIPLINE.

The maxim that "the best government is that which governs least," applies to the little communities of our schools as well as to the larger communities of nations. Our supervision of instruction and management, close and exacting though it may be, is so quiet and unobtrusive in its workings, its sway is so silent, though all-pervading, that where most fully carried out its weight is unfelt by either teachers or pupils. Our best governed schools are those whose time is so wholly occupied by attention to varied and interesting school work that there is no thought of "governing" or "being governed."

The fundamental principle, that the activities of child-nature must be turned into constant, engrossing and varied work, or they will develop into restlessness and disorder, is becoming more and more widely recognized every year. When this principle is universally understood and conformed to there will be little trouble in school government.

The statistics of discipline this year are peculiarly encouraging. Last year there were 1236 cases of corporal punishment reported. This year the number reported is 677, a reduction of about one-half. Last year two schools reported no cases. This year, in five schools, there was no punishment with the rod. One school had but one case, and another, which, under a former principal had reported upwards of 200 a year, now reports but five cases. The latter school had for years been regarded as difficult of control, while its scholarship was not of high rank. The past year, its discipline has been of the best character, and it has decidedly improved in both the methods and the results of instruction. The inference is a fair one that scholarship and much whipping do not go hand-in-hand. November's "melancholy days" furnished the largest number of cases of punishment, 103; while June, when "if ever, come perfect days," gave the least, thirty-eight.

It has been contended by the firmest upholders of corporal punishment, that suspensions would increase in inverse ratio to the reduction in the number of instances of using the rod. Our experience is to the contrary. Last year, with 1236 flagellations, there were eighty-six suspensions. This year, with 677 of the former, there was exactly the same number, eighty-six, of the latter. In the month in which the greatest number of the former occurred, came also the greatest number of suspensions. In the month when the former were fewest the latter were also fewest. It does not necessarily follow that abolition of corporal punishment would end all suspension; but it is evident that a diminution of the one does not lead to an increase of the other.

It is evident, also, that we are rapidly approaching the disuse of the infliction of pain as a means of discipline. Three cases per diem, with an attendance verging towards ten thousand, or one pupil in thirty-three hundred, is not a far remove from entire desuetude. Such a consummation is, in the opinion of your Superintendent, "devoutly to be wished."

The experience of the New York city schools, where punishment by the rod has been abolished for several years, is entirely favorable. Its most eminent teachers and its experienced Superintendent have assured us that never in the history of their schools has their *morale* been as satisfactory, or their progress in every direction as rapid, as since the rod and rule have been relegated to their primal and more humane uses. Why should any different result obtain here?

PROMOTIONS.

The table accompanying this report in which is set forth the number of promotions in each grade, needs a few words of explanation. Promotions are made at the close of each semester or half of the school year, viz. : after the results of the written examinations in January

and June have been ascertained. Now, as there are two promotions each year, were *all* the scholars promoted, there would ensue a total promotion of 200 per cent. The per centage given in the table is computed upon the average membership as a base ; so that *all* the scholars will probably never be promoted ; indeed, such an occurrence would suggest careless grading. An inspection of the table reveals some interesting facts. The total number of promotions was 17349, or 172 per cent of the average membership — 10068 — or, in other words, eighty-six per cent. from a possible 100. The latter per cent. is eleven higher than that attained last year. Eleven schools fall below the average per centage, although four of these are within five per cent of the average. Six schools exceed the assumed maximum of 200 per cent. The excess is caused by counting *each step* in individual promotions, which sometimes gives one promotion the effect of three or four in the aggregate number. This year the lowest per cent is sixty ; while last year the lowest was twenty, and six schools fell below sixty.

The number of promotions this year averages sufficiently high, though in several schools we have a right to demand higher figures. It is possible that the records of these schools are incomplete, though we could not accept that as a good explanation. Carelessness in one direction will not justify failure in another.

The somewhat severe strictures of the last report upon schools which promoted comparatively few pupils, have evidently produced, to a considerable degree, their intended effect. It is believed that no pupils have been refused promotion this year, so that the class might produce a high percentage at the written examinations. Individuals have been frequently promoted a grade or two who heretofore would have been compelled to await the promotion of the entire class.

These salutary results having been effected, it will not be necessary to resort to the publication of individual

teacher's records of promotions, as it was suggested last year that it might be. This is pleasing, as the spreading of such records before the public is an ungrateful task, and sure to give rise to invidious and sometimes unjust comparisons.

ADMISSION TO THE HIGH SCHOOL.

Three hundred thirty-two (332) candidates presented themselves at the examination for admission to the High School, nineteen more than appeared last year. Our schools furnished three hundred twenty-three (323) candidates, the remaining nine (9) were from private and parochial schools. Three hundred sixteen (316) gained certificates of admission. Of the sixteen refused admission, nine (9) were from our own, and seven (7) from other schools.

The number of correct answers required by the Regents' regulations were furnished by two hundred twenty-seven (227) pupils in arithmetic; by two hundred ninety-one (291) in geography; by two hundred fifty-nine (259) in grammar; by three hundred ten (310) in spelling, and by ninety-three (93) in American History. One hundred eighty-five (185) Regents' certificates are claimed. This number is fifteen less than the number claimed last year. The decrease is thought to be largely due to the peculiar wording of the questions in grammar, which caused the failure of an unusual number in that subject.

• It is noticeable that not a single one of the nine applicants from other schools was able to obtain a Regents' certificate. It is not claiming too much, in view of the fact that about the same showing has been made for the past eight years, to assert that our schools far surpass all other pre-academic institutions in the city in the thoroughness and breadth of mental training.

The general average of our scholars in the leading subjects of the examination, is as follows:

Arithmetic	78.7
Grammar	81.0
Geography	84.5
United States History	67.7
Spelling	92.9
Penmanship	87.7

The following table, compiled by Geo. B. Hoyt, Esq., of the High School Committee, will repay examination:

T A B L E

SHOWING THE PER CENTAGES OBTAINED BY BOYS AND BY GIRLS AT THE LAST FIVE EXAMINATIONS FOR ADMISSION TO THE ALBANY HIGH SCHOOL, IN THE CHIEF SUBJECTS OF THE EXAMINATIONS.

	1878.					
	Average age.	Arith-metic.	Gram-mar.	Geog-raphy.	History.	Spelling.
Boys .....	....	65.5	70.4	68.5	66.0	89.1
Girls .....	....	60.4	73.8	63.2	54.9	90.1
1879.						
106 boys .....	...	75.2	85.4	80.2	89.0	93.9
144 girls .....	....	69.3	85.0	74.8	78.5	94.3
1880.						
123 boys	14-5	87.1	77.8	86.1	73.6	96.8
162 girls	14-7	85.2	81.0	84.7	70.3	97.3
1881.						
106 boys	14-7	79.0	88.1	86.0	74.4	92.4
177 girls	14-0	80.4	90.0	83.3	68.9	94.8
1882.						
126 boys	14-7	81.6	81.5	86.5	74.3	93.8
195 girls	14-8	78.3	80.6	82.5	65.2	93.1
AVERAGE OF FIVE YEARS.						
Boys .....	.....	77.68	80.64	81.46	75.46	93.20
Girls .....	.....	74.72	82.08	77.70	67.56	93.92
Boys ahead .....	.....	2.96	.....	3.76	7.90	.....
Girls ahead .....	.....	.....	1.44	... ..	.....	.73

These figures, which show an apparent superiority of two and one-half per cent. in the general average of the boys, are quite different from those obtained in two years' examinations in New York city. There the girls surpass the boys by a very large difference. May not the results we obtain be ascribed to the superior effects of the co-education of the sexes? In New York, the boys and girls are separated after the fourth year in school; but when they have completed the grammar school course, both sexes are tested by the same questions, and the boys are found to be far inferior in scholarship. Perhaps the girls have superior teachers, or teachers who use superior methods. If this be true, the explanation is not a flattering one to the men who conduct the boys' classes. With us the difference between the attainments of boys and girls is slight, showing, what is undoubtedly true, that where the conditions are the same there will be no real difference in the acquirements of the two sexes. Let New York resort to co-education, with its stimulating intellectual and its refining moral influences, and her worry over the apparent superiority of the girls will cease.

The suggestion made last year, that the ninth year classes be permitted to try a portion of the Regents' examination in February, is respectfully renewed. Such a course would surely result in our obtaining a much larger number of preliminary certificates, and thus save much retarding review work during the High School course, as well as swell the amount of money received from the Literature Fund.

PUBLIC SESSIONS.

The suggestion offered in last year's report, that the exhibitions, consisting of declamations, readings and music, which had for many years furnished free entertainment to the public, at an expense of school time and personal effort wholly disproportioned to the educational

results obtained, be henceforth discontinued, was adopted by the Board upon the recommendation of the Committee on Examinations.

The committee also recommended, as a means of effecting closer communication between the schools and the public, that public sessions of rooms or departments be authorized, to which the parents of the scholars should be invited. Or, if a teacher preferred to celebrate the birthday of a celebrated poet, statesman or general, with appropriate exercises, that course might be followed. The recommendations were acquiesced in by the Board. But two of the schools held the public sessions, and two others observed the birthdays of celebrated men. On none of these occasions was the attendance of parents or others large enough to encourage frequent repetitions of these occasions. Perhaps the purpose of these exercises was not well enough understood to call out many visitors. It is recommended that the experiment be tried more thoroughly during the coming year.

GRAMMAR SCHOOL CLOSING EXERCISES.

The annual return of this festival occasion is now looked for with anticipations of pleasure by all the participants. The day selected, Tuesday, June 27, was blessed with sunny skies, and the warm summer air was tempered by cooling western breezes. The faces of the three hundred children were as sunny as the skies, and their happy voices were attuned to sweet melodies. The simple exercises proceeded smoothly. The addresses were hearty, pointed and encouraging. Music, poetry and eloquence joined hands to gladden the hour; and when, adorned with bright and fragrant flowers, the children bore off their long-coveted diplomas and certificates, all present felt that the time had indeed been well spent.

The program of the exercises was as follows :

PROGRAM.

CHORUS....."God be with Thee, My Native Land."
 PRESENTATION OF CLASSPrincipal A. F. ONDERDONK.
 ADDRESS TO THE SCHOLARS.....President H. BENDELL.
 RECEPTION OF THE CLASS.....Principal J. E. BRADLEY.
 CHORUS....."The Maiden and the Violet."

PRESENTATION OF CERTIFICATES OF SCHOLARSHIP.

Commissioner GEO. B. HOYT, Chairman of the Committee on
 Examinations.

CHORUS....."Young Hunter's Song."
 ADDRESS TO THE TEACHERS....Commissioner JOHN H. LYNCH.
 CHORUS "Woodland Wooing."

AWARD OF CERTIFICATES OF ADMISSION TO HIGH SCHOOL.

CHORUS "My Country, 'tis of Thee."

HIGH SCHOOL.

The annual report of the Principal of the High School will present a detailed account of the year's work in that institution. That the year has been a successful one, the facts and figures therein given amply prove. The average attendance for the year (510) varies slightly from last year's (518). The large first year class just admitted will probably raise the attendance at the beginning of the year above any point yet reached.

The oral examinations in January and June confirmed the high estimate hitherto made of the excellent general character of the instruction given in this school. Your Superintendent was present at nearly all the recitations, and is glad to report that most of them merited high commendation.

The Regents' academic examinations, as improved by the energetic and accomplished secretary of that body, are already producing their desired effect in elevating the standard of scholarship in the academic institutions of the State. The results of these examinations in our High

School, as set forth in the report of its Principal, are thus far quite satisfactory. It is believed that they will compare not unfavorably with those attained in schools of the same grade. It is hoped that the Regents will decline to conform to any suggestions coming from small academies with fragmentary and incomplete courses of study, which may tend to emasculate or lower the standard of their scheme of examinations.


During the June oral examinations, committees of competent men and women, selected from our citizens by the High School Committee, were present at the several recitations, and listened and interrogated at their pleasure. The reports of these committees were printed in the Merit Roll, and have been read with general interest. While most of the reports were commendatory, in several instances they conveyed both adverse criticisms and corrective suggestions.

The report of the committee which examined the classes in Physics and Botany is the most noteworthy, and its conclusions are so decided and so well put that it is deemed well to quote them in full.

The committee, after discussing the character of the recitations at considerable length, says :

"The committee are compelled to state that, as a whole, the examinations were quite unsatisfactory to them. So far as may be judged from them, it would seem that the instruction in this department is quite limited, not even extending to the pupil the opportunity of obtaining a general acquaintance with the subject. Natural Philosophy deals with topics of every-day interest. In view of its great practical importance, it should receive more than the average attention of every student.

In conclusion, the committee beg leave to recommend that the curriculum of study be so amended that hereafter more time and attention be devoted to this important branch of study, and to other departments of natural science, fully equal as a mental discipline to the study of the classics, and of far greater utility in all the affairs of every-day life."



The animadversions and the recommendations of the committee are so wholly consonant with the opinions of the writer, as freely expressed in former reports, that he is moved to again suggest a remedy. The time hitherto given to natural philosophy is too short. Can it be extended without detriment to the general scope of the High School course? It is believed that this can be done, either by dropping the subject of zoology and giving the entire year to natural philosophy; or, if it is deemed advisable to retain zoölogy, the necessary time can be gained by substituting that study for geology in the junior year.

The latter course is recommended, because students will profit much more by a term's course in zoology than they have ever yet been able to from the meager one now attempted in the far more difficult study it would replace.

Besides the brevity of the course, another reason given for the imperfect results attained, is that the teacher of natural philosophy has performed experiments only twice a week in each class.

In a study whose basis is experiment, this infrequency alone would account for failure. *Every* exercise in natural philosophy should begin with demonstration by actual experiment, the class participating as far as practicable. Changes should therefore be made in the school program, if necessary, which will permit the teacher of this branch to hold all its exercises in the well-equipped physical laboratory. Considerable money has been invested in apparatus. The purpose of the investment was that the apparatus should be put into daily use, not that it should be left to rust on the shelving. The remedy for the failure of the past seems plain. Give the entire year, with the opportunity for daily experiments, to this study, and then hold the teacher to a strict accountability for the proficiency of his classes.

Should no amendment appear in the kind and amount of work done by the classes in this subject, there will then be no doubt as to where the responsibility rests.

TEACHERS' TRAINING CLASS.

The adoption by the Board of the resolutions printed below, establishes a department in our school system whose need has been strongly felt for some years, and which will be recognized as indispensable as soon as its effects begin to be felt.

It is perhaps somewhat unfortunate that the term "normal" has been heretofore so constantly used in describing the plan proposed. The general public cannot conceive of a normal department without the adjuncts of a large corps of professors and an elaborate course of study. It was therefore quite generally supposed that the Board was considering the establishment of an expensive school similar to our State normal schools. When the modest and inexpensive character of our projected teachers' class becomes fully understood, and its direct benefit to the children in our schools becomes appreciated, the public will certainly commend the wise action of the Board. That its true character and scope may be more readily understood, it is recommended that the department be hereafter known and described as the Teachers' Training Class.

The resolutions above referred to are as follows :

Resolved, That a normal department be organized in connection with the High School, said department to be opened at the beginning of the next school year.

Resolved, That the following general regulations shall be the basis of the organization of said department:

1st. The course shall embrace one school year.

2d. There shall be two branches in the course, the one to embrace a thorough review of the elementary studies which are taught in the public schools, and the other to include daily practice in, or observation of, the teaching of model classes, followed by critical discussions of methods and the principles of pedagogy.

3d. The course shall be opened to resident graduates of the High School who have satisfactorily passed an examination to be

conducted by the Committee on Examinations, or who have obtained the Regents' academic diploma in the High School course, or to any resident of this city who can give satisfactory evidence to the Committee on Examinations, of having attained an academic preparation of equal scope with said graduates. Any non-resident graduate of the High School, or any other non-resident who gives the same evidence of preparation required by this regulation, shall be admitted to this course upon paying a tuition fee of seventy-five dollars per annum, payable quarterly in advance.

4th. At the completion of the normal course, certificates of qualification to teach shall be issued to all who give satisfactory evidence to the Committee on Examinations of having fulfilled the requirements of said course.

5th. The conduct of the review studies and exercises, and the normal training, shall be intrusted to a special instructor to be appointed by the Board.

6th. A model school shall be organized as soon as practicable, for the purpose of affording opportunities for constant practice in teaching to the normal students; and, in the meanwhile, the primary departments of the other city schools may be used for such purpose.

7th. All details of the conduct and management of the department not herein provided for shall be arranged, under the direction of the High School Committee, by the Superintendent of Schools, the Principal of the High School and the special normal instructor.

8th. The daily class work shall be conducted in the High School Building.

Resolved, That the Executive Committee be directed to recommend a suitable person for appointment as normal instructor, and to report at the same time the amount of the salary which should be paid.

In compliance with the last resolution the High School Committee recommended the transfer to the position of normal instructor, of Miss Eurette Crannell, first assistant in School No. 15, at a salary of \$700. The recommendation was immediately concurred in by the Board.

Miss Crannell brings to her new work the fruits of a successful and varied teaching experience, and an intimate knowledge of the condition and wants of our system, together with an unusual enthusiasm for, and a high ideal of, the teachers' vocation. The choice is a happy one, and presages success in our undertaking.

It is recommended that Miss Crannell be permitted to visit the training schools of one or two neighboring cities before ours is opened. A week of observation will prove invaluable at this juncture.

The scope and intent of the training class is sufficiently set forth in the resolutions above printed, but it may be well to indicate more in detail how we propose to conduct the training work. The primary department of School No. 15, covering the first three years of our course, occupies one floor of that building, in the center of which the office of the Principal, a commodious apartment, is located. The class of apprentice teachers will meet daily at this school for the purpose of observation and practice. The period of observation will of course precede that of practice. During the first period, the class will observe, daily, model lessons presented by the regular teachers, illustrating the methods of instruction used in teaching the various subjects pursued in their grades. Each normal pupil will be required to take notes of the methods employed, and at the close of the exercise the class and the normal instructor will retire to the Principal's room, where a conversation lesson will be held, bringing out a complete discussion of the principles on which the methods observed are based. The class will take notes of these discussions. When the class has made a complete series of observations, the period of putting the principles and methods noted into actual practice will begin. For this purpose the class will be detailed to teach under the eye of the regular teachers, who will become critics and mentors of each apprentice, and who will note for report to the normal instructor, the

character of the work performed. The detail for practice will be so made that each member of the class will have the same amount of practice in each room of the primary grades.

It may be seen at a glance that this plan is simple and entirely practicable and one that must be fruitful of the results we are seeking.

There are other matters of detail to be arranged, but it is believed that the foregoing outline is full enough to give a clear view of the plan we are proposing to follow.

The only expense anticipated in connection with the training class is the salary of the instructor, seven hundred dollars, and this should be discounted by the amount of difference between her present pay and that of the newly appointed teacher, who will fill the vacancy created by the transfer. The difference is two hundred fifty dollars, which will reduce the net cost of the training class for the coming year to four hundred fifty dollars, or should the class number thirty, and the prospect is that it will exceed rather than fall below that number, the cost will not be more than fifteen dollars for each attendant.

This disposes of the only plausible objection to the establishment of the training class. As to the great benefits to be derived there can be no dispute; the plan is wholly in the interests of the children, who will hereafter receive all the advantages obtainable from trained teachers, instead of suffering, as they have heretofore, from being the subjects of daily experiments at the hands of the untrained and necessarily unskilled neophytes we have been heretofore compelled to employ.

The action of the Board is, from this point of view, unassailable. It has been suggested by some objectors to the establishment of this department, that it would finally lead to large expenditure for a special building.

It would certainly be advantageous to have a training school in a central location, under the direction of selected instructors ; but it is not necessary to have such a school. It is contemplated to erect such a building only when the conditions demand it as an additional school. When the requirements of our school population call for the erection of another primary school in the neighborhood of the High School, then such a building will be erected whether the training school exists or not. Convenience may determine the location of such a school ; but it will not be essential to the training school nor an outgrowth thereof ; nor can the expense of its erection be properly chargeable to the new department. It may be ten years hence, it may be less ; but when we need more primary accommodations we can put up a building. No one will gainsay the propriety of increasing the facilities for primary instruction as soon as circumstances demand such increase. The training school proper will, therefore, entail no farther expenditure than detailed above — one normal instructor's salary and a few slight incidental expenses.

TEACHERS.

The whole number of teachers in the employment of the Board this year, was two hundred thirty-three (233), an increase of one (1). The additional teacher was placed in the primary department of School No. 2, where the number of pupils had become too large to be well cared for by the two teachers of that room. Two hundred nine (209) of the teachers are women, and twenty-four (24) men. One hundred nine (109) are graduates of the High School ; sixty-four (64) of Normal schools, twelve (12) are graduates of colleges, and the remainder, forty-eight (48) received their preparatory training at academies and private schools.

There were seventeen appointments during the year, sixteen to fill vacancies, and one additional. The changes number one more than last year. A change of only seven

per cent in the *personnel* of the corps shows a stability in its tenancy which largely accounts for the success of our schools. Teaching is becoming more akin to a fixed profession year by year. The full preparation now demanded by an enlightened public sentiment occupies so long a period of time, that those who would make teaching a temporary make-shift or a stepping-stone to other occupations, are somewhat deterred from entering the ranks of teachers in a graded system. The establishment of the teachers' training class—which adds another year to the preparatory course, will surely tend to elevate and dignify the profession. It is recommended that the suggestion made last year to prolong the probationary period of new appointees from three months to one year, be again considered by the Board. Or, if that is not considered worth while, let the probation be abolished altogether. The present rule is inoperative. Through the unwillingness of officers and committees to condemn the work of a young teacher upon the results of so short a trial as three months, a nomination is now equivalent to an appointment for the school year. Why continue a practice that merely swells the pages of the proceedings of the Board by duplicate action on each new appointment?

The two men appointed by the Board as the new Principals of Schools Nos. 7 and 20, have fully met our expectations. Both schools have improved in a remarkable degree, both in scholarship and discipline. This gratifying improvement can be ascribed only to the excellent management of these two very efficient Principals. They and the Board are to be congratulated on the success which has thus far attended their efforts.

TEACHERS' MEETINGS.

By direction of the Board the very profitable teachers' meetings, held during the past three years, were continued this year.

The regular monthly meetings of the Principals with the Superintendent were held through the year.

The more interesting topics of discussion were upon carefully prepared papers read by their writers at the times below stated :

September 13. — A Vacation Tour in Europe. By Principal John A. Howe, of School No. 5. By special invitation this very interesting account of a brief sojourn in Europe, which took the form of a pleasantly familiar talk rather than that of a formal lecture, was repeated in the presence of the Board and all the teachers, in the High School chapel.

December 20. — An Ungraded School, or What Shall be Done for Truant and Neglected Children. By Principal J. L. Bothwell, of School No. 14.

January 10. — Shall Pupils be Detained after School. By Principal L. H. Rockwell, of School No. 2.

March 14. — Relations of Principals and Assistant Teachers. By Principal Thomas S. O'Brien, of School No. 20.

April 11. — School Hygiene in its Relations to School Discipline. By Principal E. A. Corbin, of School No. 7.

All of these papers elicited earnest discussions which have proved of great value in the daily school work of all.

On the twentieth of January, Dr. D. F. Lincoln, an Inspection officer of the State Board of Health, who had previously made a thorough examination of the sanitary condition of many of our school buildings, delivered an instructive lecture on School Hygiene to the teachers. The lecture was followed by a lively discussion, participated in by President Bendell, Commissioner Hoyt and others, which brought forth many practical suggestions.

The grade meetings, which have been so useful in instructing the younger and stimulating the more experienced teachers, were also continued throughout the year.

The following table gives the details of these meetings sufficiently to show the purposes aimed at :

GRADE MEETINGS.

DATE.	Grade.	Subject illustrated.	Conducted by
Nov. 11	First year.....	Number.....	Miss Winne, School No. 2.
Nov. 11	First year.....	Form (drawing).....	Miss Craig, School No. 24.
Nov. 18	Second year.....	Reading (word-meth'd)	Miss Richman, School No. 12.
Dec. 2	Third year.....	Language (oral lesson)	Miss Cochran, School No. 15.
Dec. 9	Fourth year.....	Geography.....	Miss McFarland, School No. 3.
Jan. 18	Fifth year.....	Fractions.....	Miss Stantial, School No. 12.
Jan. 30	Ninth year.....	Music.....	Prof. Lloyd, class, School No. 11.
Feb. 10	7th, 8th and 9th ys.	Drawing.....	Prof. Halles, class, School No. 6.
Mar. 16	All grades.....	Drawing (design).....	Prof. Halles, no class.
April 14	Third year.....	Geography.....	Miss Clement, School No. 18.
April 21	Sixth year.....	Language.....	Miss Wilson, School No. 2.
May 19	Seventh year.....	Spelling.....	Miss Crannell, School No. 21.

At each meeting, except one, a class of pupils was used to illustrate the methods used. Free discussions followed each model lesson, from which much was derived that was useful to those participating or listening. It is thought that it will be well to continue these grade meetings at intervals, at least until the training school shall have been in operation long enough to replace, by its daily systematic practice, these somewhat spasmodic efforts at normal instruction.

GENERAL REMARKS.

An observant person, while traveling over a stretch of country, has his attention constantly drawn to varied and ever-shifting scenes. At one moment he glances with delight down long vistas of valley and wooded hills ; the next, glimpses of placid lakes or winding rivers meet his view. Again, the minor details of roadside life attract him, busy insects, the nodding plumes and many-hued blossoms of wild flowers, or the gay plumage and the curious flight of birds. Or perhaps his journey is beset with unexpected trials ; marshes impede his way, rocks must be surmounted or streams forded. As each fresh experience arises, little things assume importance, and he

fondly thinks he will treasure all these incidents, whether productive of pleasure or pain, as delightful or instructive reminiscences. But when the journey has become a thing of the past, he finds the countless details which had absorbed him when met, have blended into general impressions; that the moments of delight, as well as those of perplexity and discomfort, have become vague and indistinct of outline, while the complete, the comprehensive picture of the whole experience remains; the salient points clear and well defined, though the particulars are forever lost.

Not unlike such a journey are the experiences of a school year. Daily steps of progress gladden the observer, or frequent failures dishearten. He thinks that he will treasure up all that occurs for future comment of praise or censure. But when the year has closed and a retrospect is taken, he finds that events that seemed sharp and well defined at the moment of occurrence, have merged into a general outline, presenting the prominent points only of the year's history.

Such a general outline has been attempted in this report. And looking upon the year as a whole, it is felt that it has been a successful one. There has been more occasion to rejoice than to regret. The process of moulding a large school system into ideal form is a slow one. It is enough that some, though noiseless, progress is made from year to year.

"Heaven is not reached at a single bound;
But we build the ladder by which we rise,
From the lowly earth to the vaulted skies;
And we mount to its summit round by round."

With the completion of this report the year's work is closed, and I cannot relinquish the task without renewing my acknowledgment of deep obligation to all the Principals, the assistant teachers and the members of the Board for their hearty assistance, generous support and

kindly forbearance. To President Bendell I owe especial thanks for his active coöperation in forwarding all movements for the promotion of the welfare of all the varied and important interests committed to our charge.

CHARLES W. COLE,

Superintendent of Schools.

TABLE
*SHOWING THE ATTENDANCE OF PUPILS IN THE PUBLIC
 SCHOOLS, FOR THE YEAR ENDING AUGUST 31, 1882.*

SCHOOLS.	NUMBER ENROLLED.			Average daily attendance.	Average membership.	Per cent. of attendance on number enrolled.	Per cent. of attendance on average membership.	Number of sittings.
	Boys.	Girls.	Total.					
High School	196	384	580	510	527	.88	.97	617
No. 1.....	221	180	401	248	265	.62	.94	318
No. 2.....	209	229	438	319	340	.73	.94	350
No. 3.....	185	126	261	156	175	.60	.89	200
No. 4.....	66	88	149	84	91	.60	.92	206
No. 5.....	167	193	360	208	224	.60	.93	296
No. 6.....	368	440	828	639	672	.77	.91	672
No. 7.....	164	120	284	170	190	.60	.90	300
No. 8.....	240	288	478	311	344	.62	.90	448
No. 9.....	196	116	252	181	145	.52	.90	210
No. 10.....	211	185	396	271	287	.68	.94	348
No. 11.....	339	428	767	572	603	.75	.95	696
No. 12.....	521	510	1,031	749	799	.73	.94	786
No. 13.....	267	332	599	368	399	.62	.92	522
No. 14.....	655	568	1,223	798	862	.66	.93	902
No. 15.....	533	634	1,167	786	848	.67	.93	1,008
No. 16.....	50	70	120	68	73	.57	.93	142
No. 17.....	332	283	615	396	430	.64	.92	448
No. 18.....	107	98	205	101	112	.50	.90	224
No. 19.....	168	164	332	206	224	.62	.93	224
No. 20.....	315	277	592	365	398	.62	.92	616
No. 21.....	362	375	737	546	588	.74	.93	712
No. 22.....	326	313	639	401	434	.63	.92	540
No. 23.....	133	174	307	207	228	.67	.91	296
No. 24.....	446	419	865	551	598	.64	.92	608
No. 25.....	180	178	358	189	212	.56	.89	448
Totals....	6,867	7,117	13,984	9,350	10,068	.65	.92	12,145

STATEMENT
OF THE AVERAGE NUMBER OF PUPILS IN ATTENDANCE EACH MONTH DURING THE YEAR ENDING
AUGUST 31, 1882.

SCHOOLS.	September, 1881.	October.	November.	December.	January, 1882.	February.	March.	April.	May.	June.	Average monthly attendance.	Average membership.	Per cent. of attendance.	No. of teachers.	Average number of attendants to each teacher.	Average membership to each teacher.
High School.....	554	554	534	534	506	513	490	408	454	453	500	534	96	15	33	35
No. 1.....	266	266	263	247	243	246	246	238	256	227	248	248	98	6	41	44
No. 2.....	335	335	331	336	330	313	312	318	301	308	330	340	94	7	46	49
No. 3.....	153	154	168	163	148	159	160	158	149	141	155	175	93	4	30	44
No. 4.....	96	96	99	80	74	74	83	88	80	81	84	91	93	2	43	46
No. 5.....	235	235	232	212	190	206	208	203	196	186	209	234	90	5	35	37
No. 6.....	633	674	635	608	633	671	644	618	583	590	639	673	90	14	46	49
No. 7.....	173	177	178	165	173	191	182	164	180	148	189	190	90	6	38	39
No. 8.....	108	108	107	106	105	120	124	104	113	113	124	130	81	8	28	30
No. 9.....	130	130	132	127	131	127	124	126	133	133	130	145	80	7	30	36
No. 10.....	331	330	370	366	365	370	370	370	360	355	371	367	84	4	33	36
No. 11.....	533	538	534	573	560	619	608	547	518	519	571	605	86	14	49	43
No. 12.....	790	791	774	733	718	743	743	730	710	711	743	760	84	17	44	46
No. 13.....	360	370	377	377	368	383	376	378	385	383	387	389	82	11	33	36
No. 14.....	806	870	840	804	798	804	815	737	711	698	800	803	83	10	41	43
No. 15.....	834	833	825	790	794	804	793	733	693	711	781	803	82	16	46	44
No. 16.....	73	73	73	65	60	68	70	46	65	65	70	73	83	3	34	37
No. 17.....	433	419	435	433	406	398	392	46	370	373	408	430	83	8	50	54
No. 18.....	32	32	103	103	103	100	103	110	119	108	101	111	84	3	34	37
No. 19.....	325	325	310	310	194	199	311	303	323	313	306	326	82	6	34	37
No. 20.....	332	336	337	330	336	331	331	335	334	331	336	336	83	5	51	56
No. 21.....	564	564	564	545	515	557	553	555	554	557	546	563	83	13	46	44
No. 22.....	435	435	393	393	390	396	402	413	417	392	392	434	83	9	45	45
No. 23.....	324	319	319	319	300	300	300	305	306	302	307	303	81	3	53	57
No. 24.....	534	536	536	535	544	530	537	537	536	541	536	537	83	13	53	57
No. 25.....	208	208	208	191	170	183	193	171	186	190	191	213	90	5	33	43
Totals.....	9,769	9,725	9,700	9,586	9,176	9,435	9,409	9,131	8,769	8,910	9,306	10,066	93	239	40	43

TABLE
SHOWING THE ATTENDANCE BY PERIODS OF TWO MONTHS EACH, AND THE NUMBER AND TRAINING OF
TEACHERS IN EACH SCHOOL, DURING THE YEAR ENDING AUGUST 31, 1882.

SCHOOLS.	Less than two months.	Two months, less than four.	Four months, less than six.	Six months, less than eight.	Eight months, less than ten.	Ten months.	Men teachers.	Women teachers.	Total.	College Graduates.	High School Graduates.	State Normal Graduates.	Academies or select schools.	State certificates.
High School.														
No. 1.	12	34	36	34	80	301	10	6	10	9	9	1	1	1
No. 2.	17	66	36	41	115	366	1	6	7	1	2	3	1	1
No. 3.	24	49	50	63	202	378	1	4	5	1	3	1	1	1
No. 4.	40	34	47	52	80	19	1	4	5	1	1	1	1	1
No. 5.	38	97	44	15	44	18	1	5	6	1	1	1	1	1
No. 6.	43	84	48	54	76	284	1	13	14	1	1	1	1	1
No. 7.	38	65	53	81	98	241	1	15	16	1	1	1	1	1
No. 8.	30	99	74	58	75	149	1	4	5	1	1	1	1	1
No. 9.	54	69	65	63	149	76	1	4	5	1	1	1	1	1
No. 10.	42	53	34	36	131	76	1	4	5	1	1	1	1	1
No. 11.	45	63	32	37	131	76	1	4	5	1	1	1	1	1
No. 12.	77	131	61	33	236	250	1	13	14	1	1	1	1	1
No. 13.	135	181	106	136	336	320	1	10	11	1	1	1	1	1
No. 14.	135	181	106	136	336	320	1	10	11	1	1	1	1	1
No. 15.	135	181	106	136	336	320	1	10	11	1	1	1	1	1
No. 16.	135	181	106	136	336	320	1	10	11	1	1	1	1	1
No. 17.	135	181	106	136	336	320	1	10	11	1	1	1	1	1
No. 18.	135	181	106	136	336	320	1	10	11	1	1	1	1	1
No. 19.	135	181	106	136	336	320	1	10	11	1	1	1	1	1
No. 20.	135	181	106	136	336	320	1	10	11	1	1	1	1	1
No. 21.	135	181	106	136	336	320	1	10	11	1	1	1	1	1
No. 22.	135	181	106	136	336	320	1	10	11	1	1	1	1	1
No. 23.	135	181	106	136	336	320	1	10	11	1	1	1	1	1
No. 24.	135	181	106	136	336	320	1	10	11	1	1	1	1	1
No. 25.	135	181	106	136	336	320	1	10	11	1	1	1	1	1
Totals	1,501	1,835	1,544	1,807	4,458	2,649	94	309	403	13	109	64	48	8

TABLE
SHOWING THE REGISTERED NUMBER AND AVERAGE DAILY
ATTENDANCE OF PUPILS FOR EACH YEAR SINCE 1856.

YEAR.	Number of schools.	Register number.	Increase over previous year.	Decrease.	Average daily attendance.	Increase over previous years.	Decrease.
1857	12	6,529	.....	.....	2,654	.....	....
1858	13	7,760	1,231	.....	3,181	527	....
1859	13	7,832	72	.....	3,418	237	....
1860	14	8,395	463	.....	3,793	375	....
1861	15	9,182	787	.....	4,314	521	....
1862	15	9,614	432	.....	4,463	149	....
1863	15	9,507	.....	107	4,581	68	....
1864	15	8,917	.....	590	4,207	.....	324
1865	15	8,850	.....	67	4,289	82	....
1866	15	8,924	74	.....	4,340	51	....
1867	15	8,880	.....	44	4,873	33	....
1868	15	9,414	534	.....	4,817	434	....
1869	16	9,665	251	.....	5,021	204	....
1870	16	9,933	269	.....	5,489	468	....
1871	22	10,939	1,006	.....	6,179	690	....
1872	24	12,060	1,121	.....	6,991	812	....
1873	24	12,327	267	.....	7,088	97	....
1874	25	12,460	133	.....	7,095	7	....
1875	25	13,773	313	.....	7,340	245	....
1876	24	13,941	1,618	.....	7,998	658	....
1877	24	14,412	471	.....	8,564	566	....
1878	25	14,024	.....	388	9,076	488	....
1879	26	14,632	608	.....	9,193	117	....
1880	26	14,049	.....	583	9,175	.....	18
1881	26	13,976	.....	73	8,986	.....	189
1882	26	13,984	8	.....	9,350	364	....

TABLE
SHOWING THE AGES OF PUPILS IN ALL THE SCHOOLS, AND THE NUMBER PURSUING EACH STUDY
PRESCRIBED FOR THE GRAMMAR AND PRIMARY SCHOOLS.

SCHOOLS.	Five years of age.	Six years and under ten.	Ten years and under fifteen.	Fifteen years and over.	Reading.	Spelling.	Writing.	Arithmetic.	Geography.	Language.	United States History.	Declamation.	Composition.	Drawing.	Vocal Music.	Object Lessons.	Calisthenics.
No. 1.	90	285	76	...	401	401	401	401	81	401	...	...	...	323	401	401	401
No. 2.	25	189	304	...	438	438	438	438	276	438	...	...	...	438	438	438	216
No. 3.	24	172	204	...	261	261	261	261	111	261	...	...	...	187	261	261	182
No. 4.	23	101	26	...	149	149	149	149	16	149	...	...	...	72	149	149	149
No. 5.	22	131	36	...	360	360	360	360	179	360	...	...	...	323	360	360	181
No. 6.	21	302	473	...	888	888	888	888	537	888	...	...	...	888	888	888	341
No. 7.	20	28	190	...	284	284	284	284	284	284	...	...	...	284	284	284	284
No. 8.	19	327	157	...	478	478	478	478	230	478	...	...	...	478	478	478	178
No. 9.	18	197	237	...	252	252	252	252	34	252	...	...	...	252	252	252	252
No. 10.	17	153	144	...	396	396	396	396	179	396	...	...	...	396	396	396	396
No. 11.	16	176	173	...	767	767	767	767	767	767	...	...	...	767	767	767	767
No. 12.	15	23	639	...	1,081	1,081	1,081	1,081	486	1,081	...	...	...	1,081	1,081	1,081	600
No. 13.	14	468	475	...	599	599	599	599	273	599	...	...	...	599	599	599	497
No. 14.	13	243	361	...	1,233	1,233	1,233	1,233	664	1,233	...	...	...	1,233	1,233	1,233	478
No. 15.	12	79	555	...	1,167	1,167	1,167	1,167	775	1,167	...	...	...	1,167	1,167	1,167	535
No. 16.	11	63	631	...	1,167	1,167	1,167	1,167	40	1,167	...	...	...	1,167	1,167	1,167	535
No. 17.	10	25	15	...	130	130	130	130	190	130	...	...	...	130	130	130	130
No. 18.	9	300	305	...	615	615	615	615	193	615	...	...	...	615	615	615	423
No. 19.	8	63	110	...	305	305	305	305	25	305	...	...	...	305	305	305	305
No. 20.	7	213	61	...	333	333	333	333	24	333	...	...	...	333	333	333	333
No. 21.	6	59	110	...	592	592	592	592	306	592	...	...	...	592	592	592	349
No. 22.	5	317	255	...	737	737	737	737	358	737	...	...	...	737	737	737	391
No. 23.	4	17	347	...	639	639	639	639	270	639	...	...	...	639	639	639	449
No. 24.	3	17	273	...	307	307	307	307	104	307	...	...	...	307	307	307	307
No. 25.	2	53	53	...	865	865	865	865	289	865	...	...	...	865	865	865	865
No. 26.	1	105	197	...	590	590	590	590	78	590	...	...	...	590	590	590	590
No. 27.	...	165	44	...	590	590	590	590	...	590	590	590	590	590
No. 28.
No. 29.
No. 30.
No. 31.
No. 32.
No. 33.
No. 34.
No. 35.
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No. 74.
No. 75.
No. 76.
No. 77.
No. 78.
No. 79.
No. 80.
No. 81.
No. 82.
No. 83.
No. 84.
No. 85.
No. 86.
No. 87.
No. 88.
No. 89.
No. 90.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
No. 91.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
No. 92.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
No. 93.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
No. 94.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
No. 95.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
No. 96.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
No. 97.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
No. 98.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
No. 99.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
No. 100.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Totals ..	1,183	6,880	6,045	916	13,964	13,964	13,964	13,469	7,307	13,468	1,009	3,442	4,973	12,944	13,468	7,404	8,512

T A B L E
SHOWING THE CONDITION OF HALF-DAY ABSENCES, TARDINESS, ETC., FOR THE PAST FOUR YEARS.

SCHOOLS.	1879.			1880.			1881.			1882.			HALF-DAYS' ABSENCES.		TARDINESS.	
	Half-days' absences.	Tardiness.	Per cent.	Half-days' absences.	Tardiness.	Per cent.	Half-days' absences.	Tardiness.	Per cent.	Half-days' absences.	Tardiness.	Per cent.	Increase.	Decrease.	Increase.	Decrease.
No. 1.....	1,453	996	1.6	957	791	1.3	905	498	.8	014	151	.3	.....	191	.....	387
No. 2.....	1,016	1,118	3.3	1,097	1,308	2.1	1,076	1,043	1.7	497	933	1.9	.....	79	.....	90
No. 3.....	998	773	2.6	1,073	1,097	1.8	1,170	1,043	1.9	663	497	1.8	.....	507	.....	157
No. 4.....	1,773	704	2.1	1,674	487	1.9	1,704	364	1.7	1,170	101	.6	.....	364	.....	264
No. 5.....	533	1,977	4.9	1,766	871	1.9	1,704	364	1.7	873	245	.6	.....	381	.....	109
No. 6.....	1,043	1,977	2.6	905	961	1.9	1,137	325	.8	931	339	.8	.....	1,194	.....	4
No. 7.....	940	1,977	4.9	905	961	1.9	1,137	325	.8	931	339	.8	.....	1,194	.....	599
No. 8.....	940	1,977	4.9	905	961	1.9	1,137	325	.8	931	339	.8	.....	1,194	.....	302
No. 9.....	940	1,977	4.9	905	961	1.9	1,137	325	.8	931	339	.8	.....	1,194	.....	277
No. 10.....	940	1,977	4.9	905	961	1.9	1,137	325	.8	931	339	.8	.....	1,194	.....	58
No. 11.....	940	1,977	4.9	905	961	1.9	1,137	325	.8	931	339	.8	.....	1,194	.....	432
No. 12.....	940	1,977	4.9	905	961	1.9	1,137	325	.8	931	339	.8	.....	1,194	.....	359
No. 13.....	940	1,977	4.9	905	961	1.9	1,137	325	.8	931	339	.8	.....	1,194	.....	18
No. 14.....	940	1,977	4.9	905	961	1.9	1,137	325	.8	931	339	.8	.....	1,194	.....	25
No. 15.....	940	1,977	4.9	905	961	1.9	1,137	325	.8	931	339	.8	.....	1,194	.....	18
No. 16.....	940	1,977	4.9	905	961	1.9	1,137	325	.8	931	339	.8	.....	1,194	.....	25
No. 17.....	940	1,977	4.9	905	961	1.9	1,137	325	.8	931	339	.8	.....	1,194	.....	25
No. 18.....	940	1,977	4.9	905	961	1.9	1,137	325	.8	931	339	.8	.....	1,194	.....	25
No. 19.....	940	1,977	4.9	905	961	1.9	1,137	325	.8	931	339	.8	.....	1,194	.....	25
No. 20.....	940	1,977	4.9	905	961	1.9	1,137	325	.8	931	339	.8	.....	1,194	.....	25
No. 21.....	940	1,977	4.9	905	961	1.9	1,137	325	.8	931	339	.8	.....	1,194	.....	25
No. 22.....	940	1,977	4.9	905	961	1.9	1,137	325	.8	931	339	.8	.....	1,194	.....	25
No. 23.....	940	1,977	4.9	905	961	1.9	1,137	325	.8	931	339	.8	.....	1,194	.....	25
No. 24.....	940	1,977	4.9	905	961	1.9	1,137	325	.8	931	339	.8	.....	1,194	.....	25
No. 25.....	940	1,977	4.9	905	961	1.9	1,137	325	.8	931	339	.8	.....	1,194	.....	25
High School.....	1,041	1,733	5.0	1,323	2,523	2.4	1,612	639	.6	1,551	339	.5	.....	1,021	.....	350
Totals.....	111,063	43,170	2.3	113,034	84,227	1.3	131,949	12,145	.6	109,351	9,393	.5	1,970	13,868	917	3,763

* In these columns 1881 and 1882 are compared.

TABLE
SHOWING THE NUMBER OF PROMOTIONS IN ALL THE SCHOOLS DURING THE YEAR ENDING AUGUST 31, 1892.

SCHOOLS.	First year to	Second year to	Third year to	Fourth year to	Fifth year to	Sixth year to	Seventh year to	Eighth year to	Ninth year to	High School.	Graduated.	Total promo- tions.	* Percent of pro- motions on av- erage mem-ber- ship.	Average mem- ber-ship.
No. 1	167	94	41	15	77	66	62	63	35	...	...	317	...	365
No. 2	61	96	99	80	44	80	...	...	...	...	...	639	...	340
No. 3	48	66	44	60	...	...	...	...	...	...	...	242	...	175
No. 4	66	56	35	...	...	...	...	...	...	...	...	153	...	91
No. 5	86	44	58	49	34	33	30	23	9	...	...	305	...	334
No. 6	104	175	148	178	175	193	163	199	48	...	...	1,893	...	673
No. 7	...	...	23	108	84	58	56	43	6	...	...	...	...	191
No. 8	...	...	173	160	167	90	83	35	18	...	...	576	...	198
No. 9	74	92	84	...	...	...	...	...	...	...	...	231	...	344
No. 10	100	134	88	67	44	43	43	33	...	...	...	258	...	145
No. 11	100	99	...	876	310	305	238	156	13	...	...	635	...	287
No. 12	...	239	214	235	306	119	96	77	29	...	...	1,441	...	603
No. 13	144	145	117	43	108	75	84	40	13	...	...	1,581	...	799
No. 14	268	343	184	129	97	44	46	35	25	...	...	766	...	399
No. 15	174	273	236	261	171	143	156	94	40	...	...	1,165	...	893
No. 16	60	36	54	20	...	...	...	...	...	...	...	1,527	...	846
No. 17	196	98	78	140	...	...	4	13	4	...	...	160	...	73
No. 18	58	50	50	...	...	...	...	...	...	...	...	593	...	480
No. 19	...	...	...	...	...	...	...	...	...	...	...	131	...	131
No. 20	214	100	99	...	...	...	...	...	...	...	...	188	...	113
No. 21	151	96	93	...	...	...	...	...	...	...	...	184	...	324
No. 22	190	186	154	168	180	88	37	25	5	...	...	413	...	398
No. 23	270	177	119	92	113	100	34	26	15	...	...	991	...	170
No. 24	100	230	180	114	...	...	65	17	...	...	...	933	...	588
No. 25	318	274	206	...	...	...	...	...	...	...	...	614	...	434
No. 26	108	96	34	60	36	16	...	...	...	...	...	998	...	326
High School	...	...	...	...	...	...	...	...	...	...	...	344	...	586
Totals	3,308	3,374	3,639	3,414	1,846	1,460	1,137	895	315	61	61	17,349	...	10,098

* Promotions occur twice a year. The promotion of every scholar would give 200 per cent in all.
† Individuals promoted several grades make the surplus above 200 per cent.

EXAMINATIONS SUBMITTED
 BY THE
 SUPERINTENDENT OF SCHOOLS,
 IN JUNE, 1882.

FIRST YEAR, FIRST SEMESTER.

DICTATION EXERCISES — SPELLING.

1. A cat can see a man.
2. Can the rat see?
3. The ox and the fox ran.
4. Has the cat a cap on?
5. Ann hit Max on the hat.
6. I can run and hop.
7. The fat dog cannot run for the pig.
8. The doll is in my tin box.
9. Can the kid and I skip and run?
10. The pet hen has a nest and eggs in it.

(Dictate slowly. One credit for the spelling of each word, one for the capitals, and one for the punctuation of each sentence.)

NUMBER.

1. Write, in Roman numerals, 6, 4, 7, 9 and 10.
2. Write by twos from 3 to 9.
3. Take 2 from 7, 3 from 5, 9 from 10, 6 from 8.
4. Require each pupil to select 3, 7, and 9 articles from any larger number on your desk.
5. $2+1+2+1+2+1=?$
6. Add $\begin{array}{r} 3\ 4\ 5\ 2\ 1\ 2\ 1\ 2 \\ 1\ 2\ 0\ 7\ 8\ 3\ 6\ 9. \end{array}$
7. Five boys had 2 cents each. How many cents had all the boys?

8. Willie had seven oranges. He ate two. How many were left?

9. Annie's father gave her two cents each day for five days. How many cents did she get?

10. Place varying groups of horizontal or vertical lines on the blackboard, not more than ten lines in a group, and require each pupil to tell how many 2's in any one group.

FIRST YEAR, SECOND SEMESTER.

DICTATION EXERCISES — SPELLING.

1. The sea-gull can swim or fly.
2. Will John lend his little ship?
3. The bird sits on the white eggs.
4. We do not like idle boys.
5. Let a girl do her work and then play.
6. Will and Jane and Nell walk on the nice, dry sand.
7. The children are going to the playground.
8. Mary throws the ball up and catches it in her hands.
9. Did not the bird sing you a song?
10. Brother Frank can drive hoop fast.

(Dictate slowly. One credit for the spelling of each word, one for the capitals and one for the punctuation of each sentence.)

•
NUMBER.

1. Write by 2's from 5 to 27. 2. By 3's from 12 to 63.
3. Write, in Roman numerals, 13, 17, 29, 34, 46.
4. Add 21, 12, 31, 13, 11, 10.
5. Add 3, 3, 2, 2, 1, 1, 3, 2, 3, 3.
6. In each of three houses live three boys. How many boys in all?
7. Mary had 10 cents, how many had she left after spending three?
8. Johnnie had five pockets; in each were 2 marbles. How many in all?
9. Gertrude had 30 cents. She bought her 9 brothers and sisters each 3 cents' worth of candy. How much had she left?
10. I spent 10 cents and gave away 2 cents, and had 3 cents left. How much had I at first?

FIRST YEAR, SECOND SEMESTER.

DICTATION — MUSIC.

1. Make a drawing of the whole note.
2. Make a drawing of the half note.
3. Make a drawing of the quarter note.
4. Make a drawing of the staff.
5. Place a whole note upon the first line of the staff.
6. Place a quarter note upon the second line of the staff.
7. Place a half note in the third space of the staff.
8. Place a whole note in the second space of the staff.
9. Place a quarter note in the first space of the staff.
10. Place a double bar at the end of the staff.

SECOND YEAR, FIRST SEMESTER.

DICTATION EXERCISES — SPELLING.

1. Lucy and Rose went to the oak tree.
2. Four blue eggs are in the bird's nest.
3. The clear June days are warm and bright.
4. Will you watch your little sister ?
5. The pretty stars are in the skies overhead.
6. The birds flying in the air seem full of joy.
7. How sweetly the bird sings !
8. Do we eat the stems and seeds of apples ?
9. The cat scratched the dog's nose.
10. Kindness is ne'er thrown away.

(Dictate slowly. One credit for the spelling, one for the capitals, and one for the punctuation of each sentence.)

NUMBER.

1. Write, in Arabic notation, 670, 303, 444.
2. Write, in Roman, 63, 49, 19, 58.
3. Write by 5's from 7 — 67.
4. Write by 4's from 44 to 100.
5. How many twos in 19 ?
6. How many threes in 29 ?
7. Add 6, 3, 2, 4, 7, 4, 2, 1, 3, 2, 3, 4, 5, 6.
8. Add 287, 429, 264, 105, 27, 29 and 36.

9. Henry paid 11 cents for a ball, 9 cents for a bat, and 30 cents for a broken window pane. How much had he left from 50 cents?
10. If twelve boys had 7 marbles each, how many would all have.
11. Eight girls were jumping rope. Six jumped 8 times, and two jumped 9 times. How many times did all jump?
12. A grocer had 60 peaches. Fourteen boys bought 4 each. How many were left?

SECOND YEAR, SECOND SEMESTER.

DICTATION EXERCISES — SPELLING.

1. Ned thought he would soon be fit for school.
 2. May was too wise to boast.
 3. Aunt Jane put some oil on poor Ned's nose.
 4. Nothing is safe from a swarm of rats.
 5. Can you hear, smell and taste?
 6. A manly boy will not be cruel to birds.
 7. "It's mine," said the selfish child.
 8. Hark! how sweet are the summer sounds.
 9. From the seed, after sunshine, dew and rain, the golden grain comes.
 10. Old Cherry is pointing her horns at Maud and Percy.
- (Dictate slowly. One credit for the spelling, one for the capitals and one for the punctuation of each sentence.)

NUMBER.

1. Write, in Roman numerals, 11, 68, 54, 14, 97, 100.
2. How many 6's in 54? 3. How many 7's in 63?
4. Write 2070, 6180, 642, 370, 1100, 1009, 56.
5. Find the sum of the numbers just written.
6. $6979 - 5354 = ?$ 7. $81 + 93 + 64 + 99 + 77 + 35 = ?$
8. If you were born in 1875, in what year will you be 12 years of age?
9. A farmer had 287 sheep. He sold 143. How many had he left?
10. If it took 3187 bricks to build one house, how many would it take to build three houses?
11. Eleven houses in a row; in each house 8 persons; 44 moved away. How many left?
12. Write by 3's backwards from 36 to 0.

SECOND YEAR, SECOND SEMESTER.

DICTATION — MUSIC.

1. Make a drawing of the staff.
2. Place a whole note upon the second line.
3. Place a bar after the note.
4. Place a half note in the second space.
5. Place a half note on the third line.
6. Place a bar after the last note.
7. Place a quarter note in the third space.
8. Place a quarter note on the fourth line.
9. Place a quarter note in the fourth space.
10. Place a quarter note on the fourth line.
11. Place a whole note in the third space.
12. Place a double bar after the last note.

DRAWING EXAMINATION, SECOND YEAR.

DICTATION.

1. Draw a broken line.
- 2.¹ Draw three parallel left oblique lines.
3. What is another word for extremity?
4. Draw an acute angle.
5. Draw a square; its diameters and diagonals.
6. Draw a vertical line 1 inch long, divide it into 2 equal parts and draw a horizontal line through the middle point perpendicular to the vertical line.
7. Draw an isosceles triangle.
8. How many acute angles are there in an isosceles triangle?
9. Are all squares of the same shape?
10. Where should you begin to draw a right oblique line?

THIRD YEAR, FIRST SEMESTER.

DICTATION EXERCISES — SPELLING.

This is the month of June. The fields are green with grass and bright with flowers. The butterfly with wings that shine like silver and gold, flies through the warm air. There is a rare wind to-day. Shall we go and fly the kite? How fine it is to play in the sunshine and the breeze! The birds sing with clear, loud notes. The seed sown early in the spring has come up a

plant. Pretty, white blossoms are on it. Will Edward and his little sister Emma run in the garden?

(Dictate slowly. One credit for the spelling of each word, one for the capitals, and one for the punctuation of each sentence.)

NUMBER.

1. How many 8's in 72?
2. How many 9's in 63?
3. Write, in Roman numerals, 200, 550, 672.
4. In Arabic numerals, 32,179, 20,265, 6,060, 18,470, 2,836, 40,404.
5. Find the sum of what you have just written.
6. $46,725 - 35,847 = ?$
7. $60,000 - 57,324 = ?$
8. Bought at a dry-goods store, seven different articles, at the following prices, \$2.37, .85, .69, 4.75, .87, 5.76 and .99. What did they all cost?
9. How much change would I receive from a \$20.00 bill given to pay for the articles whose cost you have just found?
10. There were 1,090 feet from one street corner to the next. Two boys started, one from each corner, and each ran 275 feet and stopped. How far apart were the boys when they stopped?

THIRD YEAR, SECOND SEMESTER.

DICTATION EXERCISES — SPELLING.

One fine summer's morning some wicked wretches set a village on fire. They murdered twenty thousand men. The murderers were thirty thousand. Is not this what they call a battle? While his father told the story, Charles listened quietly. He then went with Robert and Anna and their dog Bruno into the woods.

(Dictate, in addition to the above sentences, paragraphs 7 and 8, page 97, Third Reader. Credits for spelling, capitals and punctuation as heretofore.)

NUMBER.

1. A man had \$7200. He bought a horse for \$3250 and a stock of groceries for \$1875. How much had he left?
2. Julia rolled her hoop for 675 feet. Mary rolled hers 1087 feet farther. How far did Mary roll hers?
3. How many 7's in 60?

4. How many 6's in 95 ?
5. Write, in Roman numerals, 5425, 1880, 1025.
6. Add 175962, 82495, 61879, 42372, 4825, 5284.
7. $100100 - 9898 = ?$
8. $672438 - 584796 = ?$
9. A drover owned 695 oxen. He sold 432, and then bought 575. How many had he after buying ?
10. In one dozen there are 12. How many dozen in 72 eggs ?
11. What cost 75 pounds of butter at 32 cents a pound ?
12. What cost 147 yards of cloth at 75 cents a yard ?
13. Bought 25 pounds of lard at 14 cents a pound, and sold it at 17 cents a pound. What was gained ?

THIRD YEAR, SECOND SEMESTER.

DICTATION EXERCISES — GEOGRAPHY.

[Dictate or write the questions on the blackboard.]

1. Name two streets parallel with one on which your school stands.
2. Name two streets which border on Washington Park.
3. Locate Tweddle Hall.
4. In which direction is New York from Albany ?
5. Name two places on the Hudson River opposite Albany.
6. Name the two cities nearest Albany.
7. To which natural kingdom does leather belong ? pepper ? salt ?
8. What is a lake ? Name one.
9. Name four trades employed in building a house.
10. Name an important tool used in each trade just named.
11. Who is now President of the United States ?
12. Who was President before him ?
25 credits.

LANGUAGE.

1. Write your name in full.
2. Your residence, *i. e.*, street and number.
3. Write the name of a wild animal.
4. The name of a country.
5. Write a declarative sentence about the last two.
6. Write an interrogative sentence about the same.

7-9. Write the names of three objects you have learned about through the senses.

10-12. Write the names of three objects you have learned about by thinking of them.

13. Write a sentence containing at least one name given in answer to No. 7-9.

14. Write a sentence containing at least one name given in answer to No. 10-12.

Correct the following:

15. Does all the boys write?

16. Johnny has went home.

17. Can I leave the room?

18. I knowed him.

19. mrs. jones has Black hens.

20. In may we moved into broadway.

DRAWING EXAMINATION, THIRD YEAR.

DICTATION.

1 credit — 1. Make a mark on the lower left corner of your paper or slate.

3 credits — 2. Draw three kinds of angles.

1 credit — 3. Is a right oblique line a straight line?

2 credits — 4. Draw two right triangles of different sizes.

2 credits — 5. Draw a square about 2 inches on a side and cut it into four smaller squares by two straight lines.

6 credits — 6. Draw a star or cross from memory, being careful to draw the construction lines first.

1 credit — 7. What does extremity mean?

1 credit — 8. Which letter of the alphabet is made of one acute angle?

2 credits — 9. How many and what kind of angles are there in the letter H?

1 credit — 10. What is the shape of your slate?

PENMANSHIP, THIRD YEAR CLASS.

'Tis education forms the common mind;

Just as the twig is bent the tree's inclined.

ALEXANDER POPE, England.

THIRD YEAR, SECOND SEMESTER.

DICTATION — MUSIC.

1. Write the syllables ascending.
2. Write the syllables descending.
3. How many lines are there in the staff?
4. How many spaces are there in the staff?
5. What are bars?
6. What are bars used for?
7. Where is a double bar always found?
8. What do dots at a double bar signify?
9. What are rests?
10. Describe a whole note rest?
11. Describe a half note rest.
12. Describe a quarter note rest.
13. Describe an eighth note rest.
14. When time is marked by two figures, what does the upper one show?
15. When time is marked by two figures, what does the lower one show?
16. When Do is in the third space what syllable goes to a note upon the first line?
17. When Do is in the third space what syllable goes to a note upon the third line?
18. When Do is in the third space what syllable goes to a note upon the fourth line?
19. When Do is in the third space what syllable goes to a note in the first space?
20. When Do is in the third space what syllable goes to a note in the second space?

FOURTH YEAR, FIRST SEMESTER.

DICTATION EXERCISES — SPELLING.

1. Can Jane make a nice kite of silk and glue?
 2. The green rye has given Kate a wry face.
 3. A beech tree grew near the beach.
 4. How the breeze plays with the chaff and straw!
 5. Whose gown did Ruth smooth?
- (Dictate, in addition to the above sentences, paragraphs 5, 6 and 7, on pages 130-2, Third Reader. Credits for spelling, capitals and punctuation, as heretofore.)

NUMBER.

1. Write in figures 1681307. 2. Write in words 40081.
(Put No. 2 on blackboard.)
3. Find the sum of 812496, 78255, 9268, 7423, 7892 and 4786.
4. From the sum just obtained subtract 895721.
5. $36428 \times 4087 = ?$ 6. $62537 \times 609 = ?$
7. Write in Roman numerals 5882, 1776, 1492.
8. In a bushel there are 8 pecks. How many pecks are there in 27898 bushels?
9. In a barrel of potatoes are 10 pecks. How much would be gained on 35 bbls., bought at 20 cents a peck and sold at 30 cents a peck?
10. How many eggs in 378 dozen?
11. $864074 \div 7 = ?$
12. If it takes 42890 bricks to build 5 houses, how many will be required for one house?
13. Four horses cost \$624 and sold for \$762. How much was gained on each horse?

FOURTH YEAR, FIRST SEMESTER.

DICTATION EXERCISES — GEOGRAPHY.

[Dictate, or write the questions on the blackboard.]

1. What is a mountain? Name some mountains.
2. What do we call the top of a mountain?
3. When ascending a mountain, what change takes place in the air?
4. Name the five principal parts of the ocean.
5. What tradesmen use the plumb? plane? diamond?
6. To which natural kingdom does your slate belong? its frame? sponge?
7. Name four kinds of material used in building houses.
8. Locate the State Museum of Nat. Hist. (formerly Geological Hall).
9. On which side of the Hudson River is Albany? Troy? New York?
10. What is the name given to the body of men who have charge of the Public Schools?
(25 credits.)

LANGUAGE.

- 1-3. Write three sentences about a wild animal.
4. Write the above in one sentence.
- 5-7. Ask three questions about a domestic animal.
8. Unite the three questions into one.

Fill the following blanks :

9. June is a.....month.
10. When did your father return? Ans.....
11. Whose book is this? Ans.....
12. Where are the scholars? Ans.....

Correct the following :

13. Lay down, Towser. 14. Bring me them things.
15. This is between you and I. 16. John went in the school-room.
17. Peaches is good. 18. My sister is to home.
19. Albany is in n. y. state. 20. May i go to cohoes.

FOURTH YEAR, SECOND SEMESTER.

DICTATION EXERCISES — SPELLING.

1. Albert will carry apples to Alice and Agnes.
2. Can Philip whittle the brittle timber?
3. Oh, what a graceful steeple!
4. The horde of Indians restored the hoard of money.
5. Wreathe the quaint wreath for the queen's niece.

(Dictate, in addition to the above sentences, paragraphs 13 and 14, page 47, Fourth Reader. Credits for spelling, capitals and punctuation as heretofore.)

NUMBER.

1. Write, in Roman numbers, 1801, 2555, 815.
2. Write, in figures, four hundred thousand thirty-six.
3. Write by 7's backwards from 84.
4. $(878+785+587+489+336+244+723)-2492=?$
5. $42637 \times 5089=?$
6. $409732+605=?$
7. Bought six articles at the following respective prices: \$16.85, \$19.72, \$8.36, \$7.91, \$12.62, \$13.85. Gave a \$100 bill in payment. How much money was returned?

8. Bought 88 horses for \$1320. Sold them for \$1848. How much was gained on each horse?

9. Bought 68 gallons of molasses at 83 cents a gallon. Sold it at 94 cents a gallon. What was gained?

10. If you can buy 478 cows for \$11950, what is the cost of one cow?

11. $(425+364)-(87)\times 28=?$

12. $(364\times 87)-(256)+407=?$

FOURTH YEAR, SECOND SEMESTER.

DICTATION EXERCISES — GEOGRAPHY.

[Dictate or write the questions on the blackboard.]

1. Name the grand divisions of land.
2. Name the largest grand division; the smallest.
3. Where is the most land, north or south of the equator?
4. In what climate do bread fruit, bananas and spices grow?
5. Name three wild animals of the same climate.
6. Name the most useful animal of the same climate.
7. Give three reasons for, or traits of, the usefulness of the animal just named.
8. Name the most important occupations of men.
9. Name three trades employed in fitting up and furnishing the interior of a house.
10. Name some material used by each of the trades just mentioned.
11. Name five gulfs or bays on the coast of North America.
12. Name a large city of Canada, Mexico and Cuba.

(Thirty-three credits.)

LANGUAGE.

1-4. Describe cotton in four sentences. (Quality, color, how obtained and use.)

5. Rewrite all you have said in one sentence.

Correct the following:

6. Does these birds ever fly away? 7. Mary and Charles lives here.

8. Him and her went. 9. It was him.

Put the following on the blackboard. Let the pupils try to

correct *every* error. One credit for each correction : the son is ahind the Clouds! the ski is Blak, and the rane pores down. the Childrun hav to sta in the house. Oh, sea the ranebo ? Cum, bessie, nell, tom, let we pla in the Broak. here cums mr. jones of hudson, n. y.

FOURTH YEAR, SECOND SEMESTER.

DICTATION — MUSIC.

1. What key has one sharp ?
2. What letter is made sharp in the key that has one sharp ?
3. Where is the sharp placed in the key that has one sharp ?
4. What key has two sharps ?
5. What letters are made sharp in the key that has two sharps ?
6. Where are the sharps placed in the key that has two sharps ?
7. How do you beat $\frac{3}{4}$ time ?
8. What are rests ?
9. Describe the quarter note rest ?
10. Describe the eighth note rest ?
11. Where is the whole note rest placed ?
12. What are bars ?
13. What is the use of bars ?
14. What do dots at a double bar mean ?
15. What letter is upon the fifth line ?
16. What letter is upon the first line ?
17. Where is the slur placed ?
18. Where is the tie placed ?
19. What is the effect of the *hold* ?
20. How many eighth notes are equal to a half note ?

DRAWING EXAMINATION, FOURTH YEAR.

DICTATION.

- 1 credit — 1. Draw all the angles.
- 1 credit — 2. Draw an isosceles triangle.
- 1 credit — 3. Draw a trapezoid.
- 3 credits — 4. Name all the parallelograms.
- 1 credit — 5. What lines should you draw in a square when you wish to find the centre ?
- 5 credits — 6. Draw a vertical line two inches in length. From its centre draw a horizontal line one inch in length towards the

right at right angles to the vertical line. Drop a perpendicular line from the right extremity of the horizontal line, one inch in length.

1 credit — 7. Which two quadrilaterals always have the same kind and number of angles?

3 credits — 8. Draw an octagon.

2 credits — 9. Draw two rectangles of the same shape but of different sizes.

2 credits — 10. Draw two oblique lines perpendicular to each other.

PENMANSHIP, FOURTH YEAR CLASS.

Virtue alone outbuilds the Pyramids.

Her monuments shall last when Egypt's fall.

EDWARD YOUNG, England.

FIFTH YEAR, FIRST SEMESTER.

DICTATION — SPELLING.

1. Do not place the heavy mattress on the fragile hammock.
2. Will Daniel and Edgar take refuge under the scaffold?
3. The beggar in distress stole lettuce through the crevice.
4. Many a guinea has been wasted on billiards.
5. William's chisel and gimlet lie near the mirror.

(Dictate, in addition to the above sentences, paragraphs 7 and 8, page 82, Fourth Reader. Credits for spelling, capitals and punctuation, as heretofore.)

NUMBER.

[This exercise to be written on the blackboard.]

1. Write, in words, 1040016. 2. Write in Roman numerals, 633, 1900, 5675.
3. If a ship sails 115 miles in one day, in how many days will it sail 3105 miles?
4. Name the terms used in Subtraction.
5. How may you prove Division when there is a remainder?
6. If the divisor is 350 and the dividend 242500, what is the quotient?
7. Bought 288 barrels of flour for \$1728, and sold it at a profit of \$576. What did I get a barrel for it?

8. What are the prime factors of 56?
9. $\frac{255 \times 63 \times 4}{340 \times 12 \times 7} = ?$ (Solve by cancellation.)
10. Exchanged 15 pieces of muslin, each containing 30 yards, at 10 cents a yard, for three pieces of flannel, each containing 50 yards. What was the flannel a yard? (Solve by cancellation.)
11. Find the G. C. D. of 247 and 323.
12. Find the L. C. M. of 8, 18, 24 and 36.
13. Reduce $\frac{1009}{844}$ to a mixed number.
14. Reduce $\frac{142}{844}$ to lowest terms.

FIFTH YEAR, FIRST SEMESTER.

GEOGRAPHY.

[This exercise to be written on the blackboard.]

1. Why is the country we live in called the United States?
2. What three races found in large numbers in the U. S.?
3. Into what three sections are the United States divided by mountains?
4. Name two rivers of the U. S. which flow into the Pacific Ocean.
5. Name the States bordering on the Gulf of Mexico.
6. For what branch of agriculture is the soil of the N. E. States suitable?
7. What are the chief occupations of the people of the N. E. States?
8. What is a lake? Name three entirely within N. Y. State.
9. Name two railroads and two canals of N. Y. State.
10. Name the most westerly city of N. Y.; the most easterly. (25 credits.)

LANGUAGE.

1. Write a sentence containing an adjective of the superlative degree.
 2. Write a sentence containing an adverb.
 3. Change one of the above to an interrogative sentence.
 4. Name the nouns in sentences just written; the verbs.
- Correct the following :
5. It is awful hot. 6. I wish I had went too.
 7. I am most roasted. 8. You done wrong.

9. Where are you going to ? 10. This is different to that.

11-33. Write a letter to John G. Myers, ordering one piece of muslin to be charged to your account. Address and subscription in good form.

(Deduct one for each error in spelling, capitals, grammar and use of period or question mark.)

FIFTH YEAR, SECOND SEMESTER.

Dictation — Spelling.

1. The stalwart sailor will embark on Wednesday.
2. The patient Amos will wait to learn the horse's weight.
3. Will Asa explain the nature of chaos ?
4. The sincere Delia will not deceive her teacher.
5. The carriage will bear the abbess to the banquet.

(Dictate, in addition to the above sentences, paragraphs 10 and 11, page 120, Fourth Reader. Give credits for spelling, capitals and punctuation as heretofore.)

NUMBER.

[This exercise to be written on the blackboard.]

1. A man bought five houses for \$5250, \$6425, \$8970, \$7890, and \$4,590, respectively. What was the average cost of each house ?
2. What is a proper fraction ? Write one.
3. Which term of a fraction corresponds with the divisor ?
4. What is the effect to multiply both terms of a fraction by the same quantity ?
5. What is the value of $\frac{2}{3}$ of $\frac{1}{4}$ of $\frac{2}{11} \times \frac{2}{3}$ of 18 ?
6. Divide $\frac{3}{7}$ by 60.
7. Find the sum of $\frac{3}{8}$, $\frac{1}{4}$ and $\frac{1}{10}$.
8. A man has $229\frac{1}{2}$ pounds of honey, which he wishes to pack in boxes containing $8\frac{1}{2}$ pounds each. How many boxes will be required ?
9. Find the sum of all the prime numbers from 70 to 100.
10. Sold a horse for $105\frac{3}{4}$ which was $\frac{3}{4}$ of its cost. What was its cost ?
11. What cost $13\frac{7}{10}$ tons of coal at $\$7\frac{1}{2}$ a ton ?
12. An orchard contained 87 apple trees. If each tree pro-

duced three barrels, and they sold at \$3.75 a barrel, and cost \$1.25 a barrel to pick and deliver. How much profit from the orchard's yield?

FIFTH YEAR, SECOND SEMESTER.

GEOGRAPHY.

[This exercise to be written on the blackboard.]

1. What is a navigable river?
2. Name three navigable rivers in the Southern States.
3. Name and locate the capitals of three Southern States.
4. What is the most important product of the Southern States?
5. What tropical fruit largely raised in Florida?
6. What is the chief product of Louisiana?
7. Chicago is the great market for what three products?
8. What mineral abundant in Michigan? Wisconsin?
9. What sort of climate has Minnesota?
10. Wherein does a territory differ from a State? Name three territories.
11. What is a peninsula? Name one on the Pacific coast of N. A.
12. Locate Prescott; Boise City and Helena.
(25 credits.)

LANGUAGE.

1-3. Write a declarative, an interrogative and an imperative sentence; using in each the name of different *persons* and *places*.

4. The boys play ball. Name the subject and the predicate.

Correct the following:

5. Henry sot on the chair. 6. The sun sits in the west.
7. Mary, set down. 8. Them flowers is pretty. 9. You had ought to go. 10. Were you ever at long island city.

11-33. Write a letter to Ridley and Co., New York City, acknowledging the receipt of their check for \$47.50, in full payment of their account.

Address and subscription in good form.

(Deduct one credit for each error in spelling, capitals, grammar or use of period or question mark.)

FIFTH YEAR, SECOND SEMESTER.

DICTATION — MUSIC.

1. Where is the letter C ?
2. Where is the letter G ?
3. What letter is upon the first added line above the staff ?
4. How many sharps has the key of E natural ?
5. How many sharps has the key of A natural ?
6. How many sharps has the key of G natural ?
7. How many sharps has the Key of D natural ?
8. What is meant by key or key note ?
9. How do you beat $\frac{3}{4}$ time ?
10. How do you beat $\frac{6}{8}$ time ?
11. How does a dot placed after a note affect it ?
12. How does a flat affect a note ?
13. How does a natural affect a note ?
14. What are bars ?
15. Where is the double bar always found ?
16. What do dots at a double bar signify ?
17. What are rests ?
18. Describe a quarter note rest.
19. Describe an eighth note rest.
20. Where is the whole note rest placed ?

DRAWING EXAMINATION, FIFTH YEAR.

[Questions to be written on the blackboard.]

- 3 credits — 1. Draw all the triangles.
- 2 credits — 2. Draw all the parallelograms.
- 1 credit — 3. Draw a trapezium which shall contain a right angle.
- 1 credit — 4. Which quadrilaterals never contain a right angle ?
- 2 credits — 5. Draw a square and an oblong of the same size.
- 2 credits — 6. Dictate an equilateral triangle.
- 1 credit — 7. What is the full name of a figure having six unequal sides ?
- 1 credit — 8. Is the diagonal of an oblong an axis of symmetry ?
- 2 credits — 9. What two other names does an oblong have ?

5 credits — 10. Put ten straight lines together in an original manner so as to make a symmetrical figure.

PENMANSHIP, FIFTH YEAR CLASS.

Yet I doubt not through the ages one
Increasing purpose runs,
And the thoughts of men are widened with
The process of the suns.
ALFRED TENNYSON, England.

SIXTH YEAR, FIRST SEMESTER.

SPELLING.

1. The surgeon persuades Eugene to study science.
2. The parson will convene the people on Thursday.
3. Do we not rejoice at heavy showers in August ?
4. Low boughs make high heads to bow.
5. Let us festoon the screen with fuchsias.

(Dictate, in addition to the above sentences, paragraphs 6 and 7, page 67, Fourth Reader. Deduct one credit for each error in spelling, capitals, quotation-marks and periods.)

ARITHMETIC.

[This exercise to be written on the blackboard.]

1. An estate of \$13275 was left as follows: \$3000 to a son; \$525 more to a daughter than to the son; to the wife as much as to the son and daughter together, and the remainder to a servant. What was the servant's share?
2. If your salary were \$1500 a year, and your average expenses \$3 a day; how much could you save in a year or 365 days?
3. $\frac{7 \times 42 \times 5 \times 72}{21 \times 14 \times 12} = ?$ (Solve by cancellation.)
4. Find the prime factors of 462.
5. Find the G. C. D. of 378, 648 and 918.
6. What is a *proper* fraction? Write one.
7. Reduce $\frac{84}{384}$ to lowest terms.
8. Reduce $\frac{1}{11}$ of $\frac{2}{3}$ of $\frac{1}{11}$ of $2\frac{2}{3}$ to a simple fraction.
9. How many gallons of syrup in four barrels containing $42\frac{1}{2}$, $45\frac{2}{3}$, $52\frac{1}{8}$, and $48\frac{7}{10}$ gallons respectively?

10. From a rod $32\frac{1}{2}$ feet long, $18\frac{3}{4}$ feet were cut off; how much was left?

11. A lady bought $4\frac{1}{2}$ yards of silk at $2\frac{2}{3}$ dollars a yard; how much did the silk cost?

12. At an election, 1344 persons voted for the successful candidate, who received $\frac{5}{11}$ of all the votes; how many persons voted in all?

SIXTH YEAR, FIRST SEMESTER.

GEOGRAPHY.

[These exercises to be written on the blackboard.]

1. What is a cape? Name three prominent capes of S. A.
 2. Name the countries of S. A. entirely within the Torrid Zone.
 3. Name the countries of S. A. partly in the Torrid and partly in the Temperate Zone.
 4. Name the countries of S. A. wholly within the Temperate Zone.
 5. Name the most useful domestic animal of S. A.
 6. Where is it used, and why?
 7. Name three valuable forest trees of S. A.
 8. Name four countries on the Atlantic coast of Europe.
 9. Name and locate the capitals of the countries just mentioned.
 10. What is a sea? Name three on the coast of Europe.
 11. Name three productions of France.
 12. What is a peninsula? Name two peninsulas of Europe.
- (40 credits.)

LANGUAGE.

The condor is a large bird living on the highest peaks of the Andes.

1. What kind is the above sentence?
- 2-5. Give its simple subject; simple predicate; complete subject; complete predicate.
- 6-10. Name the parts of speech found in the sentence.

Correct the following:

11. You darsen't come with us.
12. I see him on Tuesday.
13. You are horrid mean.
14. How many is there?

15. That 'ere boy is stupid.
16. Where did you go to?
17. They had a better chance than us.
18. He is laying down.

19-33. Write a letter to Stern Bros., New York city, ordering any kind of fancy goods and asking for a bill of items. Address and subscription in good form.

(Deduct one credit for each error in spelling, grammar or punctuation.)

SIXTH YEAR, SECOND SEMESTER.

DICTION — SPELLING.

1. Francis and Frances Smith study language and grammar.
2. Will charity actuate the affable Harriet?
3. The cynical Timothy may criticise the frivolous Lilian.
4. Sprinkle the otter cape with otter of roses.
5. Amelia's quotation was sagacious and instructive.

(Dictate, in addition to the above sentences, paragraphs 8, 9 and 10, page 215, Fourth Reader. Deduct one credit for each error in spelling and capitals.)

ARITHMETIC.

[This exercise to be written on the blackboard.]

1. Write forty millions three hundred three *and* forty-three hundred thousandths; thirty-three ten millionths.
2. Write in words, 0.4003; $4.7307\frac{2}{3}$.
3. Reduce $\frac{1}{8}$ to a decimal.
4. Dividing a certain sum by .027, the quotient is 6116 and the remainder .003. What is the dividend?
5. Albany, June 1, 1882. William Turner bought of Lodge Gregory & Co., 61 yd. American Prints, @ 7¢; 84 yd. Avon Sheeting at 8¢; 94 yd. Samoset Ticking @ 19¢; 10 doz. Merino Hose @ \$2.24; and 83 yd. Prints @ 6¢. Turner paid \$15 on account.

Make out the bill showing the balance due.

6. Simplify $\frac{1\frac{1}{2}}{\frac{1}{2}}$

7. Find the value of $\frac{2}{3}$ of $\frac{3}{4}$ of $3\frac{1}{2}$.

8. Paid $\$4\frac{1}{2}$, $\$16\frac{1}{2}$, and $\$5\frac{1}{8}$ for three articles respectively; how much paid in all?
9. A tree 85 feet high, was broken off in a gale 55 feet from the top. What fractional part of the tree was left standing?
10. If 25 yards of carpeting cost $\$37.50$, what should 35 yards cost at the same rate?
11. What is the G. C. D. of 36, 81, 135?
12. The product of three numbers is 408000. One of the numbers is 150, and another 16. What is the third number.

SIXTH YEAR, SECOND SEMESTER.

GEOGRAPHY.

[These exercises to be written on the blackboard.]

1. What is a river? Name the longest river in the United States.
 2. What is a lake? Name the five great lakes of N. A.
 3. What direction is New Orleans from Albany? London? San Francisco?
 4. Name three countries of Asia on the Pacific coast.
 5. What body of water separates Asia from America?
 6. What is an island? Name three islands south-east of Asia.
 7. Name six seas on the coast of Asia.
 8. How do Siberia and China compare in density of population?
 9. Name two countries of Africa on the Indian Ocean.
 10. Describe the river Nile (source, general direction and outlet).
 11. Name the source and outlet of the Congo.
- (33 credits.)

LANGUAGE.

- 1-4. Many small lakes are scattered through the country.
Give subj. and pred., both simple and complete, of **above** sentence.
- 5-6. Name and compare the qualifying adjectives in **above** sentence.
7. Name an adverbial phrase in above sentence.
Correct the following:
8. I have strove to do right. 9. Have you wrote it?
10. The girl seed the flowers. 11. Where be you?

12. These kind of things are good. 13. I never pushed nobody.

14. Can they live without no water? 15. I was to work.

16-33. Write a letter to A. S. Barnes & Co., New York city, acknowledging the receipt of 20 Brief Histories and enclosing a check for twenty dollars in payment for the same. Address and subscription in good form.

(Deduct one credit for each error in grammar, spelling, capitals and punctuation.)

SIXTH YEAR, SECOND SEMESTER.

Dictation — Music.

1. How many sharps has the key of E natural?
2. What letters are made sharp in the key of E natural?
3. How many sharps has the key of D natural?
4. What letters are made sharp in the key of D natural?
5. What key has one sharp?
6. Where is the sharp placed?
7. How many flats has the key of B flat?
8. What letters are made flat in the key of B flat?
9. What key has one flat?
10. Where is the flat placed in the key that has one flat?
11. What is meant by key note?
12. How does a dot placed after a note affect it?
13. How does a natural affect a note?
14. What is the form of the slur?
15. What is the form of the tie?
16. Where is the slur placed?
17. Where is the tie placed?
18. Where is the double bar always found?
19. What do dots at a double bar signify?
20. What are rests?

DRAWING EXAMINATION, SIXTH YEAR.

[Questions to be written on the blackboard.]

- 3 credits — 1. Draw all the quadrilaterals.
- 3 credits — 2. Draw a quadrant, a segment, a semi-circumference and its chord.
- 2 credits — 3. Dictate a regular hexagon.
- 1 credit — 4. What is the plural of radius?

4 credits — 5. Draw one of the exercises in your book, from memory.

2 credits — 6. Draw a regular hexagon, and cut it by three straight lines into six equilateral triangles.

1 credit — 7. Draw an ellipse.

1 credit — 8. Draw an oval.

1 credit — 9. How wide is a square?

2 credits — 10. Draw six parallel lines of different grades, making each one with but one stroke of the pencil.

SIXTH YEAR CLASS.

PENMANSHIP.

In the lexicon of youth, which fate reserves
For a bright manhood, there is no such word
As — fail.

EDWARD BULWER LYTTON, England.

SEVENTH YEAR, FIRST SEMESTER.

SPELLING.

1. The clergyman and the attorney will reimburse the journeyman.
2. The careful housekeeper will scrutinize the gooseberries.
3. The rheumatic bachelor will not fascinate Caroline.
4. In November out-door exercises may be unhealthy.
5. Will Alonzo and Charlotte occupy the parsonage?
6. A commodore is a naval officer.
7. Some sovereigns are autocrats.
8. The music of the orchestra will harmonize with the voices.
9. Lieutenant-General Sheridan was present.
10. Furnish the choir with a quire of paper.

(Dictate, in addition to the above sentences, paragraphs 6 and 7, pages 70 and 71, Fifth Reader. Deduct one credit for each error in spelling, capitals, and all punctuation marks, except commas and semicolons.)

SEVENTH YEAR, FIRST SEMESTER.

ARITHMETIC.

1. If a man earns 52 dollars a month, and his expenses are 34 dollars a month, how long will it take him to pay for a farm of 36 acres, worth 12 dollars an acre?

2. What is the quotient of 43296 divided by 8 times the difference between 345 and 323?

3. $\frac{8 \times 7 \times 12 \times 15 \times 17}{3 \times 4 \times 5 \times 14 \times 4} = ?$ (Solved by cancellation.)

4. Find the G. C. D. of 525 and 1175.

5. What is the L. C. M. of two or more numbers? Illustrate.

6. Write a complex fraction; a compound fraction.

7. A grocer sold 4 packages of butter, containing $48\frac{3}{4}$, $62\frac{1}{4}$, $56\frac{3}{4}$, $73\frac{1}{2}$ pounds respectively. What was the entire weight of the butter?

8. If $\frac{3}{4}$ of a pound of tea be worth 72 cents, what would be the value of $\frac{7}{15}$ of a pound?

9. Write, in figures, seven hundred eighty three millionths; in words, 3.05308.

10. A grocer bought 525 bananas, for \$28.875; what was the cost of each banana?

11. What decimal fraction is equivalent to $\frac{2}{3}\frac{1}{5}$?

12. In £15, 7 s. 9 d. 2 far., how many farthings?

13. In 26030 grains Troy, how many pounds, etc.?

14. Reduce 5144 \oslash to higher denominations.

15. A man owning $\frac{3}{5}$ of a steamboat sold $\frac{1}{4}$ of what he owned for \$29475; what was the value of the steamboat?

SEVENTH YEAR, FIRST SEMESTER.

GEOGRAPHY.

1. State three proofs that the earth is round.
2. What is the Zenith?
3. What are Antipodes?
4. When it is Spring in the U. S., what season is it in Chili?
5. What is a desert? Name two deserts.
6. Name three conditions on which the temperature of a place depends.
7. Name the grand divisions of land.
8. Which grand division is the largest; the smallest?
9. Which has most land, the Eastern, or the Western Hemisphere?
10. Which has most water, the Eastern, or the Western Hemisphere?
11. Into what three sections is the U. S. divided by mountain systems?
12. How often is a President of the U. S. elected?

13. Describe the Mississippi river (source, general direction and outlet).
14. Name seven states which border on the Atlantic ocean.
(33 credits.)

SEVENTH YEAR, FIRST SEMESTER.

LANGUAGE.

1-5. The silver moon shines brightly at night in mild September.

Analyze, giving class, subj., pred. and modifiers of both.

6-7. Can "silver" be compared? Can "mild"?

8. Name the phrase in the above sentence.

9-10. Is "shines" transitive or intransitive? Why?

11-14. Write sentences introducing the phrases: above the water; all the day; by the seaside; of flowers; using two as adverbial and two as adjective phrases.

Correct the following:

15. The bird sings sweet.

16. Country roads is often muddy.

17. She look beautifully.

18. Hain't they pretty.

19. She is the disagreeablest girl I know.

20. I wouldn't be a fool if I were him.

21-40. Write a composition on "Song-birds" of not less than fifteen lines, paying attention to the following points:

1. Various kinds.

2. Where they live.

3. How they live.

4. What they eat.

5. How caught.

6. How caged birds should be cared for.

(20 credits for a perfect exercise. Deduct one for each error.)

SEVENTH YEAR, SECOND SEMESTER.

SPELLING.

1. Last year, the legislature was in session in February and in June.

2. Will the academy disseminate knowledge?

3. Elizabeth will practice millinery.

4. The thermometer was hung five feet from the floor.

5. The angry populace fled from the populous city.
6. The stationery was placed on the stationary tubs.
7. The tragedian's art is superior to that of the comedian.
8. Rome, the capital of Italy, had a fine capitol.
9. The principal of the school should set forth correct principles.
- 10-15. L. L. D. St. A. M. bbl. viz. Jr.

(Dictate, in-addition to the above, paragraphs 11 and 12, page 155, Fifth Reader. Deduct one credit for each error in spelling, capitals and punctuation, except the commas, dashes and semi-colons.)

SEVENTH YEAR, SECOND SEMESTER.

ARITHMETIC.

1. What is Reduction Ascending? Illustrate.
2. Reduce 365 d. 5 h. 48 min. 50 sec. to seconds.
3. What is the value of 1 A. 80 sq. rods of land @ 5 cents a square foot?
4. Change $\frac{1}{4}$ of a mile to feet.
5. Reduce .024 of a ton to pounds.
6. What will it cost to carpet a room, 18 by 20 feet, with yard-wide carpet at \$1.63 a yard?
7. What would carpet $\frac{3}{4}$ yard wide at \$1.37 a yard cost for the same room?
8. In a pile of wood 64 feet long, 12 feet broad, and 8 feet high, how many cords?
9. How many sheets in 7 reams of paper?
10. Bought 4 great gross of fish hooks and sold them at 7 cents a dozen; how much was received for the hooks?
11. If $\frac{7}{12}$ of a yard of alapaca cost 49 cents, what would $\frac{5}{6}$ of a yard cost?
12. A merchant bought 28 bushels of barley at \$1.31 $\frac{1}{4}$ a bushel, and paid for it in sugar at 15 cents a pound. How much sugar did he give?

SEVENTH YEAR, SECOND SEMESTER.

GEOGRAPHY.

1. What is a great circle? Name a "parallel" which is also a great circle.
2. Which is the longer, the Polar or the Equatorial diameter of the earth? How great is the difference?

3. What is an isthmus? Name one.
4. What is a republic? Name one.
5. What is a gulf? Name three gulfs on the coast of N. A.
6. What is an island? Name two islands of Mass.
7. Name three manufactures in which Mass. surpasses other states.
8. Name the four most populous cities of the Middle Atlantic States.
9. Name and locate four cities of N. Y. not named in answer to No. 8.
10. Describe the Ohio river. (Source, general direction and outlet.)
11. Name the five chief seaports of the Southern States.
12. Through what waters will a vessel pass in sailing from Chicago to Detroit?
13. Bound the National Park.
(40 credits.)

SEVENTH YEAR, SECOND SEMESTER.

LANGUAGE.

- 1-6. Are you going to Europe during the next vacation?
(Analyze, giving class, subject, predicate, both simple and complete, and the modifiers.)
- 7-8. Name the phases in the above sentence. Are they adverbial or adjective?
- 9-12. Write the plurals of lady, child, donkey, thief.
- 13-15. Write the possessive plural of man, boy, ox.
Correct the following:
16-22. How many is there?
Who did you get it from?
The mule throwed his rider.
I have come a long ways.
Are you and them a going?
He give me three cents.
The tree growed crooked.
- 23-40. Write a composition on "The Pine Tree" of not less than twenty lines, paying attention to the following points:
Where found; size; height; foliage; varieties; qualities; uses.
(18 credits for a perfect exercise. Deduct one for each error.)

SEVENTH YEAR, SECOND SEMESTER.

MUSIC.

1. How many sharps has the key of A natural ?
2. How many sharps has the key of D natural ?
3. How many flats has the key of F natural ?
4. What letters are made flat in the key of B flat ?
5. Where are the flats placed in the key of B flat ?
6. How does a sharp affect a note ?
7. How does a flat affect a note ?
8. What are rests ?
9. Describe a whole note rest.
10. Describe a half note rest.
11. Describe a quarter note rest.
12. Describe an eighth note rest.
13. What is meant by Key note ?
14. What is the Key note when the signature is three flats ?
15. How many ways are there in common use to beat $\frac{3}{4}$ time ?
16. How does a dot (.) affect a note ?
17. What one note will fill the measure in $\frac{3}{4}$ time ?
18. Where is the slur placed ?
19. Where is the tie placed ?
20. What effect has a hold upon a note or rest ?
21. Make a drawing of the staff. Write an exercise in $\frac{3}{4}$ time in the key of C, making use of not less than three kinds of notes. The exercise to be four measures in length ; to begin with the fifth, and end with the Key note.
(10 credits for No. 21.)

DRAWING EXAMINATION, SEVENTH YEAR.

- 1 credit — 1. Which quadrilateral is regular ?
- 3 credits — 2. Name six polygons.
- 1 credit — 3. Draw an irregular decagon.
- 4 credits — 4. Dictate a circle.
- 2 credits — 5. Draw a vase from memory.
- 4 credits — 6. Analyze a circle.
- 1 credit — 7. Draw a spiral curve.
- 2 credits — 8. Draw a reversed curve on a vertical line and balance it.

1 credit — 9. How many axes of symmetry has an oval?

1 credit — 10. Draw a quadrilateral which shall be at the same time a rectangle and a parallelogram.

PENMANSHIP, SEVENTH YEAR CLASS.

Green be the turf above thee,
Friend of my better days;
None knew thee but to love thee,
Nor named thee but to praise.

FITZ GREEN HALLECK, New York.

EIGHTH YEAR, FIRST SEMESTER.

SPELLING.

1. Which of the dwarfs was called a witch?
2. The sirloin was taken into the kitchen.
3. His nephew brought a lawsuit for a spaniel.
4. The gypsy maiden tried to cozen the urchin.
5. That year Christmas fell upon a Sabbath.
6. The veteran lynx hid near the dairy.
7. Her mamma bought a gingham frock.
8. We had sardines and krullers for luncheon.
9. The Maltese cat is not a parasite.
10. The porridge was better than the beefsteak.

(Dictate in addition to the above sentences, paragraphs 4 and 5, page 204, Fifth Reader. Deduct one credit for each error in spelling, capitals and punctuation, except commas and semicolons.)

EIGHTH YEAR, FIRST SEMESTER.

ARITHMETIC.

1. Find the sum of 285364, 87925, 62908, 79517, 82657, 4808, 6709, 457, 364 and 798.
2. The minuend is 890407, the subtrahend 785639; what is the remainder?
3. If in one ear of corn there are 149 kernels, how many kernels in 6895 ears?
4. If each soldier eats four loaves of bread in one week, how many weeks will 569600 loaves last a garrison of 3700 soldiers?
5. Find the sum of $\frac{4}{7}$, $\frac{5}{14}$, $\frac{2}{31}$, $\frac{5}{6}$.

6. A man purchased a farm for $3412\frac{1}{2}$ dollars, paying $12\frac{1}{2}$ dollars per acre; of how many acres did the farm consist?

7. The dividend is 883.2, and the quotient .053, what is the divisor?

8. A rug contains 10368 sq. inches; what would be its cost at \$2.15 per square yard?

9. What would be the cost of a pile of wood, 24 feet long, 12 feet broad, and 8 feet high, at \$5.25 per cord?

10. If a locomotive could run half a mile a minute, how far could it run in 3 da. 7 hr. 25 min?

11. A merchant bought 45 tons of coal, from which he sold 28 T. 15 cwt. 2 qr. 18 lb.; how much was left?

12. A vintner bought a hogshead of Maderia wine for \$156.25, and retailed it at 9 cents per gill; did he gain or lose and how much?

EIGHTH YEAR, FIRST SEMESTER.

GEOGRAPHY.

1. Name the seasons of the Temperate Zones in the order of their succession.

2. What is a strait? Name a strait near Labrador.

3. Name two islands of British Columbia.

4. What province nearly in the centre of N. A.?

5. Locate Halifax; St. John.

6. Name four important exports of the West Indies.

7. Which two of the Greater Antilles belong to Spain?

8. To what country does Balize belong?

9. Name the countries of Central America.

10. What countries of S. A. are crossed by the Equator?

11. What countries of S. A. are crossed by the Tropic of Capricorn.

12. Describe the Rio de la Plata. (How formed, general direction and outlet.)

13. What important export from the Peruvian islands?

14. Why is the coast of Bolivia dry and barren?

15. Name the countries of S. A. bordering on the Atlantic.

16. What country of S. A. has no sea coast?

(40 credits.)

EIGHTH YEAR, FIRST SEMESTER.

LANGUAGE.

1-8. He who plants an oak looks forward to future ages.
(Analyze, giving class, subj., pred., simple and complete, and modifiers.)

9. Write a compound sentence.

10. Change to complex.

11-13. Write the possessive plural of box, roof, tooth.

14-16. Write the masculine of lady, lass, heroine.

Correct the following:

17-22. Hadn't we ought to go now ?

They laid down by the fire.

I was to work.

He sat the globe on the platform.

Give me something what I can write on.

The dress wasn't good for nothing.

23-40. Write a composition of at least twenty-five lines on
"Shoes," paying attention to the following points:

Of what made ; two methods of manufacture ; various kinds ;
by whom worn ; general thoughts about shoes.

(18 credits for a perfect exercise. Deduct one for each error.)

EIGHTH YEAR, SECOND SEMESTER.

SPELLING.

1. A courageous committee called on the Czar.
2. My neighbor, the colonel, is a haughty person.
3. He gave the audience a grotesque programme.
4. The wealthy Russian arrived on Tuesday.
5. Did the captious musician surprise you ?
6. The juvenile rebellion lasted one week in February.
7. The bobolink sang in a monotone.
8. Did you fasten the surcingle ?
9. The transition was transparent and typical.
10. Will the baron accept the barren honor ?

(Dictate, in addition to the above sentences, paragraph 4, page 327, Fifth Reader. Deduct one for each error in spelling, capitals and punctuation, except commas and semicolons.)

EIGHTH YEAR, SECOND SEMESTER.

ARITHMETIC.

1. \$61.7925 were paid for 13.375 cords of wood. How much was paid for one cord?
2. The dividend is .0016016, the quotient 1.12, what is the divisor?
3. Find the G. C. D. of 9061 and 6851.
4. If 5 barrels of flour are worth \$16.25, and 8 barrels of flour are worth 3 barrels of sugar, what are 14 barrels of sugar worth?
5. How many yards of paper, 20 inches wide, will cover the walls of a room 16 feet long, 14 feet wide, and 15 feet high?
6. What is the value of $(\frac{4}{7} \text{ of } 1\frac{6}{15}) \div \frac{2\frac{1}{2}}{3\frac{1}{4}}$?
7. What is the time between Oct. 16, 1876, and Aug. 9, 1882?
8. At 3 cents a pound, how many tons of iron can be bought for \$396.18?
9. How much could be made by selling 25 barrels of flour at 20 % profit, which cost \$7.75 a barrel?
10. Of a carload of fruit 25% is spoiled. I sell the remainder for $16\frac{2}{3}$ % advance on its cost. What is my profit or loss on the load if it cost \$400?
11. What is the interest of \$1440 for 11 mo. 23 d. at $4\frac{1}{2}$ %?
12. What is the amount of \$653.63 from Feb. 11, 1880, to Nov. 9, 1882, at 7 %?

EIGHTH YEAR, SECOND SEMESTER.

GEOGRAPHY.

1. What is Latitude? What is Longitude?
2. How may we fix the location of any place?
3. Locate a spot on the earth's surface whose latitude and longitude are both 0°.
4. Name the most populous of the New England, Middle, Atlantic and Central States.
5. Name the Territories bordering on British America.
6. What Islands near Florida?

7. Name and locate the islands whence we obtain early vegetables.
 8. Name the principal ranges of the great mountain system which crosses Europe from west to east.
 9. Name four seas on the coast of Russia.
 10. Name four peninsulas of Southern Europe.
 11. In what two mineral productions does Great Britain excel?
 12. Starting from Cork, through what waters would you pass in circumnavigating Ireland?
 13. Who is now Prime Minister of Great Britain?
 14. Locate Berlin. Vienna.
 15. Name five large islands in the Mediterranean Sea.
- (40 credits.)

EIGHTH YEAR, SECOND SEMESTER.

LANGUAGE.

- 1-5. Beneath the rule of men entirely great
The pen is mightier than the sword.

BULWER.

Analyze, giving class, sub., pred. and modifiers of both.

- 6-7. Select the phrases and state whether they are adjective or adverbial.

- 8-9. Compare the qualifying adjectives.

10. Rewrite the above sentence in the order in which you would naturally write it as *prose*.

Correct the following:

- 11-16. They rode in chariots that was drawn by elephants.
I only got fifty.
I have no doubt but what he went.
The fields look grandly.
John is a mighty smart boy.
Each son done as his father done.

- 17-40. Write a composition of not less than twenty-five lines, on the "Hudson River."

(24 credits for a perfect exercise. Deduct one for each error.)

EIGHTH YEAR, SECOND SEMESTER.

UNITED STATES HISTORY.

1. Whence probably came the first inhabitants of the Western Continent ?
2. What Europeans claim to have been the original discoverers of America ?
3. What great problem did Columbus strive to solve ?
4. How did the natives of America receive the name of Indians ?
5. Who was John Cabot ?
6. What did he do ?
7. What circumstances led to the discovery of Florida ?
8. Name three explorers sent out by France.
9. What valley was explored by the Jesuit Missionaries ?
10. What voyage was performed by Father Marquette ?
11. Who first circumnavigated the globe ?
12. What was the character of the first settlers of Virginia.
13. Who were the Pilgrims ?
14. Where did they land ?
15. Who was King Philip ?
16. How did he try to destroy the colonies ?
17. What was N. Y. city first called ?
18. Who was governor of New York when it was taken by the English ?
19. What eminent Quaker established a colony ?

EIGHTH YEAR, SECOND SEMESTER.

MUSIC.

1. How many sharps has the key of E natural ?
2. How many sharps has the key of B natural ?
3. How many sharps has the key of A natural ?
4. How many sharps has the key of G natural ?
5. How many flats has the key of A flat ?
6. How many flats has the key of E flat ?
7. What letters are made flat in the key of B flat ?
8. What effect has a dot placed after a note or a rest ?
9. How many beats would a dotted quarter note have in $\frac{3}{4}$ time ?
10. How much time would a dotted quarter note have in $\frac{4}{4}$ time ?

11. How many sixteenth notes is a dotted quarter note equal to?
12. What one note will fill the measure in $\frac{3}{8}$ time?
13. What is meant by signature?
14. Where is the slur placed?
15. Where is the tie placed?
16. What is the effect of a *hold*?
17. What are rests?
18. Where is the half note rest placed?
19. Describe the quarter note rest?
20. Where is the double bar always found?
21. Make a drawing of a staff — write an exercise in $\frac{3}{4}$ time in the key of G, making use of not less than three kinds of notes. The exercise to be four measures in length; to begin upon the fifth and end upon the key note.
(10 credits for No. 21.)

DRAWING EXAMINATION, EIGHTH YEAR.

- 4 credits — 1. Name eight polygons.
- 2 credits — 2. Draw a freehand 2 inch circle, and within it draw a diameter, a radius, a chord and a parallel arc.
- 1 credit — 3. How can you find the centre of any regular figure?
- 2 credits — 4. Draw a six pointed star from memory.
- 3 credits — 5. What three principles should be sought in making a freehand drawing?
- 1 credit — 6. How many dimensions has a solid?
- 2 credits — 7. Explain the difference between vertical and horizontal.
- 1 credit — 8. Draw two tangential semicircles.
- 3 credits — 9. Dictate a regular octagon.
- 1 credit — 10. Draw a variable spiral.

OPTIONAL EXAMINATION — INSTRUMENTAL

[Any pupil taking the following examination will be excused from answering the above questions.]

1. Draw an arc and bisect it.
2. Draw a right angle and trisect it.
3. Draw a straight line 2 in. long and divide it into 5 equal parts.

4. Draw two parallel vertical lines.
5. Draw an obtuse angle and bisect it.

N. B. — All examination papers containing *problems* must be sent to the Supt's office as soon as completed, for correction.

PENMANSHIP, EIGHTH YEAR CLASS.

From my study I see in the lamplight,
Descending the broad hall-stair,
Grave Alice and laughing Allegra,
And Edith with golden hair.

Do you think, O blue eyed banditti,
Because you have scaled the wall,
Such an old moustache as I am
Is not a match for you all?

HENRY W. LONGFELLOW, Maine.

The Ninth Year Class was examined upon papers prepared at office of the Regents of the University of the State of New York.

REPORT

OF A

Special Committee on Proposed Changes in the Management of the Public School Library.

ALBANY, November 21, 1881.

To the Board of Public Instruction :

The special committee appointed November seventh, for the purpose of inquiring whether any changes are necessary in the management and scope of the public library, of which the Board of Public Instruction is the custodian, respectfully reports as follows :

The school district libraries of this State were established with, and have been maintained by, a portion of the income of the United States deposit fund apportioned to each district in the State by the State Superintendent. School districts are authorized by law to raise a certain additional amount of money each year for library purposes. The libraries of the different districts in this city have always been maintained by the funds derived from the State. No money appears to have ever been raised by tax in this city for the support of the libraries.

Previously to the year 1871, the district libraries, established in accordance with the laws of this State, were located in school buildings throughout the city. The Board availing itself of the provisions of the statute governing libraries (Code of Public Instruction, tit. 8, sec. 8), directed the Committee on the High School, by resolution, to unite these scattered libraries into one, to be located at the High School. The resolution was adopted October

31, 1870, and during the summer vacation of the following year (1871) the consolidation was effected.

Several purposes were intended to be effected by this act. *First.* Hundreds of books which had for years lain comparatively useless, were brought into a place where their condition could be investigated and those worthy of circulation could be started upon a new career of usefulness.

Second. An excellent incentive to habits of reading and independent investigation was offered to the pupils of the High School.

Third. And this was, by far, the most important purpose to be subserved — a nucleus would be formed, from which, in time, might grow a large public library open to every citizen.

From the mass of duplicated and broken sets gathered from the various schools, a basis for a library was selected, consisting of about 1,500 volumes. Additions have been made from year to year, until now the number of volumes is 4,469.

A written catalogue has been kept of all books, and two printed catalogues have been issued for the use of those to whom the library has been accessible.

For the past ten years the use of the library has been confined practically to the High School pupils, although this was not strictly in accordance with the State law.

Your committee, however, firmly believes that the time has arrived when a wider sphere of usefulness may be opened. That every citizen of Albany has the right, under proper limitations and restrictions, to obtain books, is evident from the law, and the regulations issued by the State Superintendent thereunder.

It is equally evident that no citizen can enjoy the facilities to which he is entitled, unless the plan upon which it is conducted is materially modified.

As at present situated, none but High School pupils can approach the library, during the hours of the school ses-

sion, without more or less injurious interference with the conduct of the school. While under the charge of a High School teacher and open only during High School hours, the use of the library is practically denied to all without the pale of that institution. Such a change of hours should, therefore, be made as will open the library to the public under certain restrictions. Your committee also believes that it is the duty of the Board to so foster, enlarge and maintain the library that it may become, not many years hence, what our city so sorely needs, a great free public library, provided with a separate building and all other proper facilities.

With this end in view your committee has two recommendations to offer. *First.* That a standing committee of the Board shall be formed, to be called the "Committee on Library," whose duty it shall be, under the direction of the Board, to have the general control and management of the library, to select and purchase all books, and to prescribe the rules which shall govern the conduct of the library, and to whom all matters relating thereto shall be referred ; and,

Second. The election of a librarian, not a teacher in the High School, who shall devote the time necessary to the proper discharge of the duties of such position under the rules to be hereafter adopted.

The selection of a librarian outside the High School corps of teachers will not only facilitate the workings of the library, but will also immediately increase the teaching force of the school by the services of one teacher for nine recitation hours per week.

Your committee's attention has been called to the fact that there are stored on the tops of the various book cases in the library some 630 books, duplicates of which are on the shelves. There were originally something like 1,500 of these extra copies ; but your committee is informed that, several years ago, the High School Committee loaned about 900 volumes to the Penitentiary for the prisoners'

library. Your committee, believing that the rest of these books should be put to some use, and as there is no need for them on our library shelves, would suggest that they be loaned to the several hospitals of this city.

The following resolutions, embodying the foregoing recommendations, are offered for adoption :

Resolved, That a standing committee of this Board be formed, to be called the Committee on Library, whose duty it shall be to have the entire control and management of the library, to select and purchase all books, to establish rules for the government of the library, to whom all matters relating thereto shall be referred, such committee to report annually, at the last meeting in May, upon its condition and needs.

Resolved, That a librarian be elected by the Board, whose entire time under the direction of the Library Committee shall be devoted to the duties of librarian, and whose salary shall be three hundred dollars per annum, payable monthly.

Resolved, That the surplus books; duplicates of which are on the shelves of the library, be loaned to the various hospitals in the city, under the direction of the Committee on Library, when appointed.

DOUW H. FONDA.
ALDEN CHESTER.
JOHN H. LYNCH.

ANNUAL REPORT
OF THE
COMMITTEE ON LIBRARY.

ALBANY, *May* 15, 1882.

To the Board of Public Instruction :

GENTLEMEN.—The Committee on Library would respectfully submit the following annual report, as required by the rules of the Board. The committee entered upon its duties about January 1, 1882. We found the register of the library called for 4,423 volumes ; the actual number in the library, 4,290, missing 133 volumes. There have been added by purchase, 271 volumes, consisting of 27 volumes of History ; 21 Biography ; 53 Travels ; 32 Science and Art ; 81 Fiction ; 12 Poetry ; 14 Essays ; 7 Reference and 24 Miscellaneous. There have been donated 21 volumes, consisting of History, 5 ; Science and Art, 7 ; Reference, 3 ; Miscellany, 6. There have been returned of the number of lost books, 6 ; making a total of 4,588 volumes in the library available for circulation. The number of applications to use the library, to date, is 1,324. The number of books drawn from the library is as follows : January (part of the month), 569 ; February, 2,610 ; March, 2,892 ; April, 2,225 ; total for months

named, 8,236 volumes. The books drawn are classified as follows :

	Jan. (in part) and Feb.	March.	April.
History	213	207	152
Biography	162	129	114
Travel, etc.	184	227	162
Science and Art	87	81	109
Philosophy, etc.	29	19	31
Fiction	2,256	1,969	1,376
Historical Romance	49	78	50
Poetry	79	79	82
Essays	19	18	18
Miscellaneous	101	96	131
Total	3,179	2,892	2,225

The amount of money for the use of the library, January first, was \$453.17; amount received from State apportionment, \$892.79; total \$1,345.96. The disbursements to date are as follows: For salary librarian, \$116.67; help organizing library, \$50; new books purchased, \$334.35 (of this sum, \$36.67 was for books purchased before your committee took charge); book covers, \$26.10; blank books and printing, \$98; clock, \$4.25; sign, \$4.75; two boxes for statistics and records, \$15.50; re-binding old books, \$11.60; cards, \$3.75; total disbursements to date, \$670.72, leaving a balance of \$675.24 to our credit. Amount of fines collected by the librarian and in her hands, \$16.84. The time that your committee has had charge of the library is so short that we are not prepared to speak at length of its "needs." We can say we believe the library is becoming quite popular, and for the length of time it has been opened to the public, well patronized. We believe we would be sustained in recommending that, at the next making up of the Budget, there be appropriated the sum of \$500 for the use of the library, to pay the running expenses of the same, so that the State appropriation may all be used to buy new books — as we believe the law intends it should be — since it has not

heretofore been any expense to the city. The committee would very cheerfully commend the librarian for her faithful performance of and close application to her duties, and express their entire satisfaction with her work.

All of which is respectfully submitted.

DOUW H. FONDA.

JOHN H. LYNCH.

GEORGE B. HOYT.

. ALDEN CHESTER.

REPORT

OF THE

High School Committee on Admission of Pupils

ALBANY, *July 3, 1882.**To the Board of Public Instruction :*

The Executive Committee on the High School respectfully reports that the fifteenth annual examination of candidates for admission to the High School was held at Schools Nos. 6, 11, 12 and 14, on the fourteenth, fifteenth and sixteenth of June.

The number of candidates presented by the several schools was as follows :

From School No. 2.....	25
From School No. 5.....	9
From School No. 6.....	53
From School No. 7.....	6
From School No. 8.....	19
From School No. 10.....	13
From School No. 11.....	64
From School No. 12.....	30
From School No. 13.....	13
From School No. 14.....	25
From School No. 15.....	40
From School No. 17.....	6
From School No. 20.....	5
From School No. 21.....	15
From other schools	9
Total	<u>332</u>

The Regents' questions were used in arithmetic, grammar, geography, spelling and American history. Twenty-eight problems were submitted in arithmetic, eighty questions in grammar, sixty in geography and forty in history; one hundred words were used as a test in spelling. Test exercises in drawing, music and penmanship were also employed.

A careful examination of the test papers has been made, under the direction of your committee, and as the result of this inspection the following named persons are reported as admitted to the school. Certificates of admission have been issued to the scholars below named :

(The list of names is omitted.)

RECAPITULATION.

SCHOOLS.	Number passed.	Regents' scholars.
School No. 2.....	25	13
School No. 5.....	9	3
School No. 6.....	48	12
School No. 7.....	6	1
School No. 8.....	18	11
School No. 10.....	13	4
School No. 11.....	64	50
School No. 12.....	29	19
School No. 13.....	13	5
School No. 14.....	25	20
School No. 15.....	40	31
School No. 17.....	4	.....
School No. 20.....	5	2
School No. 21.....	15	14
Other schools.....	2	.....
Totals.....	316	185

HERMAN BENDELL.
 PETER J. FLINN.
 GEO. B. HOYT.
 JOHN A. McCALL, JR.

ANNUAL REPORT

OF THE

Executive Committee on the High School.



The Executive Committee on the High School, in presenting their annual report of the condition and progress of the institution under their charge, respectfully invite attention to the satisfactory manner in which the school's affairs have been conducted during the past year. It is evident, judging from the good results attained in educational work with every recurring year, that the objects for which the Albany High School was called into existence, especially in extending its benefits to a class of the people who, by the force of circumstances, are denied the privileges of obtaining an academic education elsewhere, are being fully consummated. During the past year every effort has been made by the members of this committee to become thoroughly familiar with the details of the operations and the methods employed in teaching; this fact, coupled with frequent consultations with the Principal and members of the Faculty, has convinced the committee that this branch of the educational department of our public school system has reached a *status* where it can be depended upon to fully and successfully demonstrate the advantages of Public High School education.

In the future management of the Institution, every influence which has a tendency to establish a thorough and careful system of grading should be earnestly encouraged. The work of the past year has been so thorough

in this direction, that, united with the high standard of scholarship attained, the positive benefits of the system have been thoroughly made manifest, and the committee have the satisfaction of making public the fact, that no other Public High School in the State holds so high a rank. The result of the Regents' advanced academic examinations clearly attest the truth of this assertion, 962 papers of scholars in the High School having been accepted by the Regents, as against 623, the next highest number coming from any similar school.

The number of non-resident pupils is yearly increasing, and the tax which is imposed upon them has become a source of revenue. During the year \$748.46 have been collected from this class of scholars, an increase of \$102.38 over last year.

Believing that a training department for those that intend to teach would provide a *desideratum* long needed and enable the Board to select from among its graduates experienced teachers to be employed in our Public Schools, your committee, with the assistance of Superintendent Cole, after carefully considering the feasibility of such a plan, recommended that a "normal department, with a model school attached," be established in connection with the institution. This recommendation has been accepted by the Board, and the initiatory plans to provide this essential part of our Public School system are now being developed.

The statistics of attendance for the past year are as follows :

Whole number of scholars.....	584
Senior Class	94
Junior Class	103
Second Year Class.....	163
First Year Class.....	224
Per cent. of attendance.....	96.8
Number of Regents' Scholars.....	469

The continued prosperity, high standing, established reputation and excellent discipline of the Albany High School, are sufficient to record the honest and faithful management and ability of the Principal, and the cheerful co-operation of his assistants in the exercise of the responsible duties devolving upon them.

Respectfully submitted.

HERMAN BENDELL,
PETER J. FLINN,
GEORGE B. HOYT,
JOHN A. McCALL, JR.

REPORT

OF THE

PRINCIPAL OF THE HIGH SCHOOL.

—♦♦—

ALBANY, *September 1, 1882.*

To the Board of Public Instruction of the City of Albany:

GENTLEMEN. — In compliance with the by-laws, I have the honor to submit the following report of the Albany High School for the year ending August 31, 1882, being my Fourteenth Annual Report:

NUMBER OF PUPILS.

The whole number of pupils in attendance during the past year is 584, distributed among the various classes as follows:

Senior class	94
Junior class	103
Second year class	163
First year class	224
Total	<u>584</u>

The following table exhibits the number of students of each sex in each class every year since the organization of the institution, in 1868:

TABLE
SHOWING THE NUMBER OF STUDENTS IN THE HIGH SCHOOL EACH YEAR SINCE ITS ESTABLISHMENT.

YEARS.	FIRST YEAR CLASS.			SECOND YEAR CLASS.			JUNIOR CLASS.			SENIOR CLASS.			TOTALS.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1868-69	85	106	141	...	...	...	...	...	...	...	...	...	85	106	141
1869-70	44	56	100	28	55	78	...	31	81	...	...	...	67	142	209
1870-71	64	60	124	33	42	75	18	35	53	...	...	...	115	164	279
1871-72	59	64	123	48	45	93	18	36	54	...	...	...	136	178	314
1872-73	49	70	125	46	47	93	25	36	61	16	33	49	136	192	328
1873-74	89	60	149	37	63	100	28	35	63	19	31	50	173	189	362
1874-75	91	75	166	53	65	118	39	61	90	23	33	56	196	233	429
1875-76	92	126	218	61	73	134	36	37	73	21	48	69	210	284	494
1876-77	99	122	221	74	86	160	37	59	90	28	33	61	232	300	532
1877-78	133	113	246	62	100	162	24	75	99	34	49	73	243	337	580
1878-79	109	143	251	71	82	153	34	62	96	24	57	81	238	343	581
1879-80	108	131	239	74	92	166	41	61	103	30	58	88	253	342	595
1880-81	104	129	233	57	97	154	32	33	65	28	53	81	221	362	583
1881-82	82	142	224	61	103	163	32	71	103	23	72	94	197	387	584

The following table gives the whole number of pupils in the institution each year, and the increase or decrease over the preceding year :

T A B L E
OF ENROLLMENT, 1868-1882.

YEAR.	Whole number of pupils.	Increase.	Decrease.
1868-69.....	141	....	...
1869-70.....	209	68	...
1870-71.....	279	70	...
1871-72.....	314	35	....
1872-73.....	328	14	....
1873-74.....	362	34	....
1874-75.....	420	67	....
1875-76.....	494	65	....
1876-77.....	532	38	...
1877-78.....	580	48	....
1878-79.....	581	1	....
1879-80.....	595	14	....
1880-81.....	583	....	12
1881-82.....	584	1	...

ATTENDANCE.

The attendance, as exhibited by our monthly averages during the year, has been as follows :

T A B L E
OF ATTENDANCE FOR THE YEAR ENDING JUNE 30, 1881.

	Whole number enrolled.	Average attendance.	Per cent. of attendance.
September.....	580	561.7	98.6
October.....	575	554	97.5
November.....	558	584	97
December.....	544	524	97
January.....	532	506	96
February.....	523	494.2	96
March.....	515	490	97
April.....	502	474	96.4
May.....	481	454	96
June.....	464	453	98.2

The per cent. of attendance each year, since the opening of the institution, has been as follows :

1868-69	96.2
1869-70	96.5
1870-71	96.6
1871-72	96.9
1872-73	97.2
1873-74	97.1
1874-75	97.1
1875-76	97.7
1876-77	97.7
1877-78	97.6
1878-79	97.2
1879-80	97.0
1880-81	96.6
1881-82	97.0

T A B L E

SHOWING THE NUMBER NEITHER ABSENT NOR TARDY DURING EACH YEAR, AND THE PER CENT. OF THE WHOLE NUMBER.

YEARS.	Number neither absent nor tardy.	Per cent. of the whole number.
1868-69	31	22.0
1869-70	56	26.2
1870-71	94	34.6
1871-72	102	33.5
1872-73	130	36.5
1873-74	125	35.9
1874-75	128	31.2
1875-76	149	31.6
1876-77	192	36.1
1877-78	174	29.7
1878-79	179	30.9
1879-80	139	25.2
1880-81	122	21.9
1881-82	134	23.0

Any one who reflects upon these records of attendance, covering as they do the entire history of the school, will find ample cause for satisfaction. No better evidence could be afforded that habits of regularity and industry are successfully inculcated. The following additional facts

relating to the attendance during the year will be of interest:

Number of students having no unexcused absences.....	328
Number of students who have never been absent or tardy during the last two years	58
Number of students who have never been absent or tardy during the last three years.....	39

The following members of the Graduating Class have been neither absent nor tardy since entering the High School, September, 1878:

Bailey, Corinne.	Hardie, Annie.
Bell, Amanda.	Hurd, Francis A.
Blake, Maggie.	Klugman, Sophie.
Carroll, Terence L.	Mattimore, Anna.
Eastman, George.	Pardon, Emma L.
Gallien, Addison.	Picken, Mary.
Geer, Clara.	Reed, Dillie.
Graham, Joseph.	Whitehead, Jeretta.
Hanauer, Jennie.	

FIRST YEAR CLASS.

The class which entered the institution at the beginning of the year numbered 220.

The ages of the pupils received, were as follows:

Between twelve and thirteen.....	7
Between thirteen and fourteen.....	39
Between fourteen and fifteen.....	59
Between fifteen and sixteen.....	62
Between sixteen and seventeen.....	31
Between seventeen and eighteen.....	18
Between eighteen and nineteen.....	1
Between nineteen and twenty.....	1
Between twenty and twenty-one.....	1
Between twenty-two and twenty-three	1

Average age, fifteen years one month.

The average age of the several classes received since the opening of the school has been as follows :

	Years.	Months.
Average age of class received September 8, 1868	14	7
Average age of class received September 1, 1869 .. .	14	1
Average age of class received September 1, 1870	14	2
Average age of class received September 1, 1871	14	6
Average age of class received September 2, 1872	14	7
Average age of class received September 1, 1873	14	8
Average age of class received September 1, 1874 .. .	14	5
Average age of class received September 1, 1875	14	11
Average age of class received September 1, 1876	14	10
Average age of class received September 8, 1877	15	.....
Average age of class received September 2, 1878	15	5
Average age of class received September 1, 1879 .. .	15	2
Average age of class received September 1, 1880	14	10
Average age of class received September 5, 1881 .. .	15	1

COMMENCEMENT.

The Annual Commencement exercises were held in Tweddle Hall, June 28, 1882. As on previous occasions, the hall was beautifully decorated by the teachers and scholars, assisted this year by the rare taste and skill of some of the former graduates. A beautiful floral lattice-work was erected on each side of the stage, the front portion of which was imbedded in flowers and plants; baskets and forms of flowers was arranged with excellent skill, and high over the foot-lights were suspended by evergreen ropes a floral design inclosing the figures "82." The exercises were opened with prayer by Rev. Dr. King. The following is the programme of the occasion :

PROGRAMME.

PART FIRST.

PRAYER.

CHORUS — Greeting.....*Schumann.*

CLASSICAL HONOR.

SALUTATORY ORATION IN LATIN.....

BENJAMIN J. SIMCOX.

ORATION "André and Hale."

LOUIS LAVENTALL.

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Average age of class received September 1, 1873	14	8
Average age of class received September 1, 1874 .. .	14	5
Average age of class received September 1, 1875	14	11
Average age of class received September 1, 1876	14	10
Average age of class received September 3, 1877	15
Average age of class received September 2, 1878	15	5
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BENJAMIN J. SIMCOX.

ORATION

"André and Hale."

LOUIS LAVENTALL.

150 SIXTEENTH ANNUAL REPORT OF THE

READING — Scene from "Coriolanus," *Shakespeare.*
CHARLOTTE LOUISE SAUTTER.

CHORUS — "Golden Sunshine" (Magic Flute) *Mozart.*

LATIN-ENGLISH HONOR.

READING — "Mice at Play," *Neal Ford.*
THALIA LA MONTE.

ORATION "Szigeth."
ARTHUR HENRY LLOYD.

READING — "The King's Tragedy," *Dante Z. Rozetti.*
CORDELIA L. REED.

ORATION *Benedict Arnold.*
ADDISON J. GALLIEN.

GLEE — "The Alpine Hunter," *Huber.*

READING — "Aux Italiens," *Lytton.*
NELLIE HATCH.

ORATION *Discovery.*
JOSEPH STEPHEN GRAHAM.

READING — "The Plea of the Little Prince," *Shakespeare.*
JESSIE LEIGH ALLEN.

PART SONG — "The Bell," *Pesca.*

PART SECOND.

REPORT OF COMMITTEE ON RHETORICAL EXERCISES.

REPORT OF COMMITTEE ON GRADUATING ESSAYS.

REPORT OF COMMITTEE ON ESSAYS IN COMPETITION FOR THE "EASTON
LITERARY MEDAL."

REPORT OF COMMITTEE ON THE "LYNCH ART MEDAL."

PRESENTATION OF MEDALS.

CHORUS — "The German Fatherland," *National.*

PART THIRD.

ENGLISH HONOR.

VALEDICTORY.
GRACE G. GREEN.

CONFERRING DIPLOMAS.

ADDRESS TO THE GRADUATING CLASS..By President Herman Bendell, M. D.

FAREWELL SONG.

WORDS BY EMMA L. PARDON.

MUSIC BY LOIS M. EDMONDS.

SOLOS BY MISSES EDMONDS, REED, BREE AND HATCH.

HONORS AND AWARDS.

(ANNOUNCED DURING COMMENCEMENT EXERCISES.)

ENGLISH HONOR.	CLASSICAL HONOR.
<i>Highest in English * Division,</i>	<i>Highest in Classical * Division,</i>
GRACE G. GREEN.	BENJAMIN J. SIMCOX.

LATIN-ENGLISH HONOR.

*Highest in Latin-English * Division,*
 THALIA LA MONTE.

<i>Best Speaker,</i>	<i>Best Reader,</i>
JOSEPH S. GRAHAM.	JESSIE L. ALLEN.
<i>Speakers Commended,</i>	<i>Readers Commended,</i>
ARTHUR H. LLOYD,	NELLIE HATCH,
LOUIS LAVENTALL,	CORDELIA L. REED,
ADDISON J. GALLIEN.	CHARLOTTE SAUTTER.

BEST GRADUATING ESSAY.

"The Tiber and The Thames" (signed "London")..Hammond La Monte.

ESSAYS COMMENDED.

"Theoretical and Practical Men" (signed "Kismet,")
 Cornelius V. A. Smith.
 "The Tiber and the Thames" (signed "Seldom")...Addison J. Gallien.
 "Public Opinion" (signed "Arbutus")...Lillian Schiffer.
 "Public Opinion" (signed "Gipsy")...Carrie A. Long.
 "Theoretical and Practical Men" (signed "Spring")...Grace Green.
 "Building Materials" (signed "Alma")...Jennie E. Damp.

ESSAYS IN COMPETITION FOR THE EASTON LITERARY MEDAL.

PRIZE.

"What Constitutes a Hero" (signed "Joan d'Arc")....Elizabeth R. Hoy.

ESSAYS COMMENDED.

"Building Materials" (signed "Ascanius")...Harry W. Smith.
 "What Constitutes a Hero" (signed "Columbia")...Eugène V. Daly.
 "Why We Study" (signed "Aspasia")...Mary F. Kirchwey.
 "Tact" (signed "Maftir")...Nathan S. Oppenheim.
 "What Constitutes a Hero" (signed "Angie")...Angie Baxter Evers.
 "Ireland's Contributions to England and America" (signed "A. Q. S.")
 Charles B. Cole.

* These three honors are considered of equal rank, but the student whose marks average the highest pronounces the valedictory.

MEDALS.

The medal for the best speaking was awarded by the Executive Committee to Joseph S. Graham, and presented during the commencement exercises by Commissioner Henry T. Sanford ; that for the best reading was awarded by the same committee to Miss Jessie L. Allen and was presented by Commissioner John A. McCall. The medal for the best graduating essay was awarded by a committee of the faculty of Smith College to Hammond La Monte and was presented by Rev. Dr. Smart. Competition for the above medals is confined to the senior class. The Easton literary medal was awarded to Miss Elizabeth R. Hoy and presented by Hon. A. S. Draper. The Art medal offered by Commissioner Lynch was awarded to Miss Minnie C. Foster and presented by St. Clair McKelway, Esq.

The following is a complete list of all medals awarded on Commencement occasions :

MEDALS FOR DECLAMATION.

1872 — James M. Ruso.	1878 — Clarence H. Packer.
1873 — James H. Manning.	1879 — Edgar W. Nash.
1874 — Edmund J. Moffat.	1880 — Frederick Z. Rooker.
1875 — Robert W. Hardie.	1881 — Charles S. Schmidt.
1876 — John H. Niles.	1882 — Joseph S. Graham.
1877 — Frank White.	

MEDALS FOR READING.

1872 — Matilda F. Bridgeford.	1878 — Carrie A. Turner.
1873 — Margaret J. Annesley.	1879 — Emma M. Bassett.
1874 — Alice L. Northrup.	1880 — Jessie M. Hoag.
1875 — Anna M. Kingsbury.	1881 — Anna B. Kilbourne.
1876 — Dora C. Wendell.	1882 — Jessie L. Allen.
1877 — Clara M. Spence.	

MEDALS FOR GRADUATING ESSAYS.

1871 — Mary A. Cochrane.	1877 — Austin B. Bassett.
1872 — Clara I. Birch.	1878 — Frank W. Hoyt.
1873 — Anna A. Groot.	1879 — Louis W. Pratt.
1874 — Julia W. Crannell.	1880 — Fannie A. Van Santford.
1875 — George W. Kirchwey.	1881 — George S. Duncan.
1876 — John H. Hickox.	1882 — Hammond La Monte.

EASTON LITERARY MEDAL.

1877 — Eloise Colborn.	1880 — George S. Duncan.
1878 — Fannie A. Van Santford.	1881 — Cornelius V. A. Smith.
1879 — Sara T. Burt.	1882 — Elizabeth R. Hoy.

LYNCH ART MEDAL.

1881 — Della B. Moseley.	1882 — Minnie C. Foster.
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The Valedictorians have been :

1871 — Mary A. Cochrane.	1877 — Austin B. Bassett.
1872 — Lizzie F. Brooks.	1878 — Frank F. Abbott.
1873 — George H. Harrower.	1879 — Anna A. Williamson.
1874 — Kate F. Sullivan.	1880 — Frederick Z. Rooker.
1875 — George W. Kirchwey.	1881 — George S. Duncan.
1876 — Theobald J. Smith.	1882 — Grace G. Green.

NUMBER OF GRADUATES.

1871.....	27	1877.....	58
1872.....	43	1878.....	69
1873.....	46	1879.....	76
1874.....	47	1880.....	84
1875.....	49	1881.....	73
1876.....	65	1882.....	79

GRADING.

The importance of thorough grading to the highest success and efficiency of the institution was referred to in a former report. Circumstances have given fresh interest to the subject during the year. It was found necessary, on account of failure in school work, to transfer several scholars from the senior to the junior class, or

at least to refuse to graduate them at the last commencement. Great pressure was brought and persistent efforts made to induce the faculty to permit them to pass. I am happy to be able to report that with substantial unanimity the teachers voted to maintain the standard of scholarship. In view of all the circumstances of the case it was a great moral victory, and gives gratifying assurance that satisfactory work can and will be required.

It can never be a kindness to advance a scholar prematurely. The great lessons of thoroughness and industry are seldom learned in a school where good scholarship as a condition of promotion is not rigidly insisted upon, and if it could be shown that the matter of grading had no influence upon the formation of character, it would still be true that the discipline and culture gained by repeating half-learned studies is always better than a premature advancement to branches for which the pupil is probably unfit. Great injury is often done to children by their parents or teachers in permitting them to discontinue elementary or fundamental subjects of study, before they have fairly mastered them. Nothing is more valuable in education than the habit of painstaking perseverance. He who has become accustomed, while a school boy, to master difficulties and persevere till his task is accomplished, can hardly fail to make a successful and useful man. In all possible ways the school should inculcate habitual thoroughness and persistent application, and one of the ways in which this important lesson may be taught, is by insisting that real merit, as evinced by good scholarship, shall be an invariable requisite to promotion.

Again, each study is an integral part of the curriculum and essential to its completeness. Different branches exercise and improve different faculties. Each gives a certain tone and direction to the intellectual training, and the result of these various forces, blended with native endowment, is the mental power which each graduate possesses. If culture and ability result from school work

and influences, it must follow that if any part of these influences be withdrawn, the culture will, to that extent, be deprived of its symmetry and power. In general, academic students cannot safely be allowed much option in the arrangement of their course of study. In most cases it will be found that the branch for which such scholars manifest a distaste, is the very one that is needed to develop faculties which are yet weak. To permit them at so early an age to concentrate their interest and effort upon favorite studies, will necessarily produce an unsymmetrical development. The world is already too full of unbalanced minds. Men of sound judgment, whose faculties act in harmony and with vigor, are wanted; not those who see all subjects in a distorted light. For this reason and because the knowledge afforded by each subject is useful in itself, we insist that scholars shall do satisfactory work in each study.

Students who are "kept back" not only regret what seems to them a loss of time, but also feel disgraced to go into a lower class. This feeling may be natural, but it is clearly a mistake and ought not to stand in the way of the real interests of the scholar. It is not strange that some should fall behind on account of poor health or immaturity. All do not learn with equal facility, and not unfrequently a person whose mind acts slowly will prove to be capable of excellent attainments in the end. Nor should it be considered an evidence of inferiority that one's mental powers develop less rapidly. But even if this were the case and if the pupils were not benefited by repeating a year of unsatisfactory work, it would still be right and necessary to enforce a grading of the school. The greatest good of the greatest number would require that a scholar who was not able to keep up should be transferred to a lower class, and no one will seriously argue that the standard should be lowered. It will rather be our aim to steadily advance our standards of scholarship.

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THE QUALIFICATIONS OF TEACHERS.

The action recently taken by the Board of Public Instruction provides for a past-graduate Normal class. As I understand this action, this class should hardly be considered a distinct department. That provision for some experimental and preparatory work in teaching was necessary, or at least, desirable, has been felt by all, but that a separate institution, or even a separate department should be organized, would involve an expense which I apprehend that the Board is not disposed to undertake. Probably, all that is essential can be secured without it, and I deem it fortunate that the Normal class is so far regarded as an experiment, is unencumbered by any elaborate organization and left free to adapt itself to its peculiar circumstances.

In considering the work for this new class the first thing to observe is that it is a *Normal* class — not a class for advanced study or reviews. In my opinion certain subjects should be reviewed, but more with reference to the best method of teaching them than to their mere acquisition.

The leading object which should be kept steadily in view in the work of this class is to learn to teach. It was formerly said that the teacher, like the poet, is born not made ; but the number of those who by native endowment and aptitude are fitted to enter successfully upon the work of teaching is comparatively small, and even they are greatly improved by experience. On the other hand, there is good reason to believe that most poor or indifferent teachers might have succeeded well if they could have enjoyed the benefits of practice under the direction of a competent and judicious instructor. The accumulated wisdom and experience of many generations of teachers ought to be made available for these young beginners so that it shall no longer be necessary for each to learn the art of teaching by a painful and costly experience in the school-room.

This class then ought to greatly improve the quality of the teaching of our graduates during the earlier years of their experience. Four years of discipline and culture in the High School, supplemented by a year of training as pupil-teachers, must certainly constitute a favorable preparation for their important work. But I think that care should be taken to give due prominence to the experimental feature of this year's program ; it is a class for observation and practice rather than instruction. Ample opportunity should be afforded to the apprentice teachers to study the best methods, not only by visiting various schools to inspect good teaching in each year of the different grades, but also by systematic practice in the instruction of model classes of children of various degrees of advancement. A small primary school, connected with the High School, will ultimately be desirable for this purpose. Until that is practicable some other adequate arrangement should be made. Under the directions of their teacher, members of the Normal class should, in rotation, instruct small classes of children in various subjects. After the lessons and the withdrawal of the children the class should criticise the work of their classmates, and compare notes and opinions on as many points as possible. The exercise should be concluded with practical instruction and suggestions by the teacher of the Normal class. The actual success and benefit of this new enterprise will, I think, depend chiefly upon the skill and energy with which this feature of the work is conducted.

In the best normal schools at present, the time is principally devoted to exercises of this kind, together with the systematic study of advanced subjects. The teacher, in order to accomplish the best results, must not only be familiar with the subjects to be taught, but she must also possess well disciplined faculties and understand the means by which her knowledge can be imparted ; consciously or unconsciously she must conform to the principles of a sound philosophy — her methods must be

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truly scientific. Any candidate can, by instruction and practice, acquire such methods; if she possesses the requisite magnetism and force of character she will then be a good teacher.

The importance of conforming our teaching to the laws of mental growth, and especially to the great principles of mental action, has not always been recognized. Much instruction violates the fundamental fact that the mind of the child necessarily proceeds from the specific to the general. A broad general statement is often given and then individual instances are cited under the rule. Nature never teaches in that way, but always leads from the lower to the higher, from facts or phenomena observed to the law which governs them. All good instruction is inductive in its methods. It is doubly important that it should be so in teaching elementary subjects.

Another educational principle which these normal candidates should learn to observe is to lead the mind of the child from the known to the unknown. Each lesson should begin with obvious or well known facts, and from them advance to that which is new and more difficult. Genuine helpfulness on the part of the teacher will thus be secured. No one can be interested in that about which he knows nothing. It is only by connecting that which is to be learned with that which is already familiar that spontaneous interest and attention can be elicited.

Much instruction ignores the fixed and invariable order in which the mental powers are developed. The growth of the child's mind is like the opening of a flower; one after another its faculties unfold and expand under favorable influences. First the perceptive powers are called into exercise, then the conservative, later the elaborative or reasoning faculties, and last of all the regulative. It is impossible to reverse this order, and to attempt to do so in educational work is like tearing open the bud in a vain effort to produce a premature blossom. Nature produces the growth; the office of the teacher is

to supply the appropriate conditions. The child can commit to memory long before he is qualified to analyze and compute. It is a great waste in the work of education to allow the years which are appropriate to acquisition to be consumed in fruitless attempts to "teach the child to think." Processes of abstract thought are distasteful to them because the reasoning faculty is not yet developed. Baldwin says: "A child's intellectual stomach rejects and abhors all abstract subjects, while it enjoys stories and assimilates concrete facts with ease."

A knowledge of the nature and laws of the mind will enable the teacher to assist his pupils judiciously. As a rule he should never do for them what they can do for themselves. Education comes from self-exertion. The best instruction exercises the searching faculties of the learner. While his mind is being enriched with new stores of knowledge, it should be trained and stimulated to make new discoveries and conquests for itself. It has been said that each lesson should be a fresh voyage of discovery for the class. Habits of observation of quick and clear perception may be formed very early in life, and culture in the highest and best sense of the word consists in having all the faculties trained to a vigorous and symmetrical activity. The ingenuity and ability of the teacher will be constantly taxed to secure the independent and vigorous exercise of the minds of his pupils.

It is to be hoped that the work in this training class will be such as to lead the future teachers of our schools to seize and apply these and other similar laws of mental growth. That can never be good teaching which contravenes the laws of thought or ignores the necessary conditions of intellectual development.

EXAMINATIONS.

The various methods of conducting examinations have been discussed in former reports. No material changes in our system have been made during the year. The oral

examinations at the close of the year were held in the presence of committees of prominent citizens and their reports were published in the merit roll. In most cases the reports are highly commendatory; in one instance the instruction is criticised and a lack of enthusiasm for their study on the part of the pupils is noted. For most of the more important written examinations we have used papers furnished by the Regents. The following examination papers, prepared by the various teachers for their own classes, are given as specimens:

EXAMINATION, JUNIOR CLASS—PLANE TRIGONOMETRY.

JANUARY 25 AND 27, 1882. (*Time, eighty-five minutes.*)

- Define 1. Logarithm. 2. Characteristic. 3. Mantissa. 4. Sine.
 5. Natural Sine. 6. Logarithmic. One credit each.
 7. If 4 is the base, what is the logarithm of 8? 8. Of $\frac{1}{4}$?
 9. Of 1? One credit each.
 10, 11, 12. Give three formulas, each containing tang., applicable to right triangles. One credit each.
 13. Demonstrate one of them. One credit.
 14. Calculate natural sine of $1'$. One credit.
 15. In a right triangle having given hyp. 100, and one side 60, calculate one part by nat. functions, and one part by log. functions.
 16. Explain use of "10" in last calculation. 17. One credit each.
 18. Demonstrate theorem for multiplication by logs. One credit.
 19. Describe the measurements necessary for finding the horizontal distance between two inaccessible points. Four credits.
 20. Describe the trigonometrical solution of the above problem. Four credits.
 21. Name the different cases that arise in the solution of plane triangles. Four credits.
 22. Give theorems used to solve these cases. Three credits.

LIST OF QUESTIONS IN BOTANY.

JANUARY 17, 1872. (*Time, one hour and twenty minutes.*)

At least twelve questions to be answered.

1. Distinctions between animals and plants.
2. What two great div. of plant world? Define.

3. Distinctions between Exogens and Endogens.
4. Name classes of Cryptogams in their order.
5. Describe a seed at germination.
6. Arrangement of leaves on stem. In how many ways?
7. Difference in *manner* of growth of root and stem.
8. Describe parts of a *complete* flower, and their uses.
9. In the ripening of the ovary what changes sometimes occur?
10. Mention and define some forms of roots.
11. Mention and define some forms of subterranean stems.
12. Explain structure of woody tissue.
13. Explain structure of Exogenous stem.
14. Explain structure of *bark* Exogenous stem.
15. Explain formation of medullary rays.
16. Define cellulose, and give chemical composition.
17. Food for plants, and from what sources derived.
18. How taken to upper branches?
19. Plant products, when formed, and describe *two* of them.
20. Relation of animal and vegetable kingdoms.
21. Define Vernal. Give principal kinds and describe.
22. Define Aestivation. Describe various kind.

PHYSIOLOGY.

(Time, one hour and fifteen minutes.)

1. Define Anatomy.
2. What two substances compose bones? When is the latter in excess?
3. How many bones in the body.
4. Give an example of a hinge joint; of a ball-and-socket joint; of an immovable joint.
5. How many plates in the skull? What are they for?
6. Name the bones of the middle ear.
7. Define tendons.
8. Give examples of voluntary and involuntary muscles, two of each.
9. Name the parts of the skin.
10. By what are joints tied together?
11. By what are they made to move easily?
12. By what are they oiled?
13. Define food.

14. Name the organs of circulation.
15. What is the covering of the heart called?
16. What is the only movable bone on the face?
17. Name the two divisions of the brain.
18. What two kinds of nerves are there?
19. What is the lung-covering called?
20. What gives color to the eye?
21. Who was Alexis St. Martin?

—[D. C. W.

TEST EXERCISE IN MENTAL PHILOSOPHY.

JANUARY 5, 1882. (*Time, forty-five minutes.*)

1. Define Mental Philosophy.
2. What relation does mental science sustain to the other sciences?
3. What is a mental faculty?
4. Name in their proper order the intellectual faculties, the office of each, and their subdivisions.
5. Give, concisely, the analysis and classification of the Qualities of Bodies.
6. How may the memory be cultivated?
7. Give the uses of the word Abstraction.
8. Distinguish (*a*) Mental Reproduction, (*b*) Mental Recognition, (*c*) Memory, (*d*) Remembrance, (*e*) Recollection.

GREEK GRAMMAR.

ANAB. — Book 1, chapter 1. (*Time, one hour and twenty minutes.*)

(3.) ὁ δ' ὥς ἀπῆλθε κινδυνεύσας καὶ ἀτιμασθεὶς, βουλεύεται ὅπως μῆποτε ἔτι ἔσται ἐπὶ τῷ ἀδελφῷ, ἀλλ, ἣν δύνηται, βασιλεύσει αὐτ' ἐκείνου.

(4.) ὅστις δ' ἀφικνεῖτο τῶν παρὰ βασιλέως πρὸς αὐτὸν, πάντως οὕτω διατιθεὶς ἀπεπέμπετο, ὥστε αὐτῷ μᾶλλον φίλους εἶναι ἢ βασιλεῖ.

(6.) Καὶ γὰρ ἦσαν αἱ Ἰωνικαὶ πόλεις Τισσαφέρνους τὸ ἀρχαῖον ἐκ βασιλέως δεδομέναι. τότε δ' ἀφροστήχεσαν πρὸς Κῦρον πᾶσαι, πλὴν Μιλήτου.

(8.) Ἦρως δὲ βασιλέα πέμπων ἡζῖου, ἀδελφὸς αὐτοῦ, δοθῆναι οἱ ταύτας τὰς πόλεις μᾶλλον ἢ Τισσαφέρνην ἄρχειν αὐτῶν.

1. Translate 4 and 5.
2. Write the proclitics of 4 and 5.
3. Write the entire list of enclitics.
4. Parse ἀτιμασθεὶς.

5. Explain mood and tense of *ἔσται*.
6. Explain mood and tense of *δύνηται*.
7. Write gen. and acc. sing. of *Τισσαφέρνης*.
8. Inflect *μήτηρ* through the sing.
9. Write the dative sing. and gen. plur. of *ὅστις*.
10. Explain the euphonic change in *ἀφικνεῖτο*.
11. Parse *διατιθείς*.
12. Synopsis of *πυλεμεῖν* (both forms).
13. Write the table of consonants (Crosby's arrangement).
14. Write the pres. and simple stems of *δοθῆναι*, *αφετήχσαν* (6) and *αφικνεῖται* (5) (omitting prep.).
15. Explain why *ἀπῆλθε* (4) is not accented *ἄπῆλθε*.
16. Give the principal parts and inflec. of *ἡξίου* (8).
17. Select from 4 and 5 a verb from the first, eighth and ninth classes.
18. Write in Greek: "And he is both persuaded and arrests Cyrus, as if for the purpose of putting him to death."
19. Syntax of *τὸ ἀρχαῖον* (6).
20. Inflect *ἦσαν* (6).

*EXAMINATION IN GENERAL HISTORY—JUNIOR SECOND
DIVISION.*

JANUARY 27, 1882. (*Time, forty-five minutes.*)

1. Give the probable order of the migration of the races into Europe.
2. What European races are not Aryan?
3. Give three causes for that retrogression in the European civilization, called *Dark Ages*.
4. Give three facts which indicated a revival of civilization.
5. What nation embraced most of the learning during the Dark Ages?
6. What motive lead to the crusades? 7. Was it accomplished?
8. Name three good results which followed the crusades.
9. What were some of the English manufactures and exports at time of Elizabeth?
10. What characterized the rule of the Stuarts on throne of England?
11. What was Revolution of 1688?

12. Compare the condition of society in England, under Cromwell, with that under Chas. II.

POLITICAL ECONOMY.

EXAMINATION, JANUARY 24, 1883. (*Time, one and one-half hours.*)

1. What circumstances tend to raise wages?
2. Show that education is a remedy for low wages.
3. Success of strikes.
4. Distinction between value and price.
5. Sources of value.
6. May there be a general rise or fall in values?
7. Advantages of a division of labor?
8. Relation between profits and wages. (*State fully.*)
9. Two uses of money. (*Explain fully.*)
10. Is a double standard of money practical? (*Illustrate.*)
11. National banking system of U. S.
12. Give the claims of the protectionist in support of a diversified industry.
13. Principles that should govern in raising a revenue.
14. Give the argument to show free trade is the friend of the so-called laboring class.
15. Third method of regulating a bank-note currency.
16. In what ways has co-operation sought to unite the interests of the capitalist and laborer?

ROMAN HISTORY—THIRD DIVISION.

(*Time, forty-five minutes.*)

1. Where was Rome built?
2. Why called "the city of the seven hills?"
3. How many kings of Rome were there?
4. How many years was Rome ruled by kings?
5. What name was given to the chief rulers after the driving out of the kings?
6. Who was the first one chosen?
7. What caused the insurrection of the plebians?
8. What was the result?
9. What was originally the power of the Tribunes?
10. What do you understand by the "Twelve Tables?"

11. Who assisted the Greeks in Italy in their efforts to defend themselves against the Romans?
12. Over what part of Italy did Rome rule when Pyrrhus left Italy?
13. Mention two ways in which Rome kept Italy under her power.
14. Between what two nations were the Punic Wars carried on?
15. What had Rome gained at the end of the first Punic war?
16. Where was the last battle of the second Punic war fought?
17. What famous generals commanded?
18. In whose favor was it decided?
19. What was the result of the third Punic war?
20. What two persons made themselves famous about this time, by their efforts to assist the plebians.
21. Who formed the first Triumvirate?
22. Who formed the second Triumvirate?
23. What foreign province did Cæsar conquer?
24. What were some of the honorary titles conferred on him?
25. Who was Rome's first emperor?
26. What was the age in which he lived called? Why?
27. During the reign of what emperor was Rome burned for the second time?
28. Who was the first Christian Emperor?

ZOOLOGY—L. E., SECOND YEAR CLASS.

1. Define biology and give its divisions? (10.)
2. Give the characteristics of the carnivora. (6.)
3. Give examples of mammals that eat offal, or carrion. (6.)
4. Mention four animals belonging to the felidæ. (16.)
5. Of what use are the mustelidæ to man? (3.)
6. State some homologous parts of a bird and dog. (16.)
7. Define homology and analogy. (8.)
8. Describe a feather. (8.)
9. Give the characteristics of the *raptores*, and mention two examples. (12.)

10. Give the name of a bird that cannot fly. (3.)
11. What are the principal differences between spiders and insects? (8.)
12. Describe the oyster. (4.)

We need to remember that while "examination — thorough, searching examination — is an indispensable accompaniment of good teaching," it is but a means, not an end in itself. It is like fire — a good servant, but a bad master. He who cannot do his work without being cramped and narrowed in his teaching by the fear of the examination, is not prepared for his responsible duties. Pupils also need to be taught to give examination its proper place in their thought. It should aid, not restrict, their study. Like text-books and apparatus, it may be misused to diminish and neutralize the benefits of study, and like these instruments of self-improvement, it may, rightly employed, become a powerful agency in extending the boundaries of one's knowledge.

Our experience with the Regents' examinations has been, in the main, satisfactory. The system in general is excellent, but some of the papers here have been poorly adapted to the age and grade of scholars to be examined. Perhaps this was inevitable at first in the preparation of papers on so many subjects. Considerable improvement has been made in the papers of the more recent examinations. The result of these examinations in the advanced subjects in the High School has been as follows :

Whole number of papers for the year.....	1,204
Whole number of papers for the previous year.....	956
Increase	<u>248</u>

The number who have passed these examinations in each study during the past two years is shown by the following table:

	1880-81.	1881-82.
Algebra	49	78
American History.....	94	116
Astronomy		13
Book-keeping		2
Botany	17	29
Cæsar	63	47
Chemistry.....	37	44
Cicero.....	22	20
English Literature.....	15	48
Geometry.....	54	75
Geology		2
German		10
History of England.		5
History of Greece	29	24
History of Rome.....	93	117
Homer's Iliad	10	7
Latin Prose Composition.....	25	8
Mental Philosophy	45	68
Moral Philosophy	43	50
Physics.....	7	19
Physiology	52	51
Physical Geography	96	114
Political Economy.....	28	64
Rhetoric.....	29	41
Sallust's Catiline.....	9	11
Trigonometry.....	24	23
Virgil's Æneid.....	40	33
Virgil's Eclogues.....	15	10
Xenophon's Anabasis.....	23	5
Zoölogy.....	41	68
Total.....	956	1,204

The largest number of papers passed by any other institution during the year 1880-81 was 623. The total number for the whole State was 9,779. The reports of the examinations for the year 1881-2 have not yet been collated.

The number of "Academic Scholars" — that is, those holding Regent's preliminary certificates — in the institu-

tion each year since it was received under the visitation of the Regents has been as follows :

1872-73	130
1873-74	250
1874-75	320
1875-76	348
1876-77	401
1877-78	447
1878-79	455
1879-80	501
1880-81	496
1881-82	471

AMOUNT APPORTIONED BY THE REGENTS OF THE UNIVERSITY TO THE ALBANY HIGH SCHOOL.

January 1874. For free instruction.....	\$2,223 00
November, 1874. From literature fund.....	1,286 50
January, 1875. For apparatus, etc.....	250 00
January, 1875. For free instruction.....	1,342 00
January, 1875. From literature fund.....	2,448 57
December, 1875. From literature fund.....	1,683 58
February, 1876. For apparatus, etc.....	250 00
December, 1876. From literature fund.....	1,942 18
January, 1877. For apparatus, etc.....	250 00
January, 1878. From literature fund.....	2,064 12
January, 1879. From literature fund.....	2,332 19
January, 1880. From literature fund.....	2,233 07
January, 1880. For apparatus, etc.....	200 00
January, 1881. From literature fund.....	2,403 86
January, 1881. For apparatus, etc.....	200 00
January, 1882. From literature fund.....	2,093 99
Total amount received since January, 1874....	<u>\$23,204 06</u>

This sum should be deducted from the expense of the school for the same period, in order to exhibit the real cost to the city.

It is also proper to note that the amount received for

tuition from non-resident pupils is increasing. The sum of \$748.42 was received from this source during the year, not including a considerable amount deducted from tuition bills on account of taxes paid to the City Chamberlain.

CONCLUSION.

In reviewing the work of the year, I am able to state, with great confidence, that substantial advancement has been made. My own observation and opinion that such was the case are fully confirmed by the facts and statistics given in this report. The number of examination papers which reached the Regents' standard was twenty-five per cent. larger than last year. Special improvements have been made in some departments. In chemistry, a class for laboratory work was organized under the supervision of the professor in charge. I would respectfully renew the recommendation made in a former report that the small room adjoining the chemical laboratory be fitted up for experimental work. This was the original intention in the construction of the building, and the success of the class this year has demonstrated the value and practicability of such experiments. The graduating essays of the senior class were very highly commended by the chairman of the committee who examined them. The prize essay fully justifies the enthusiasm of Professor Hersey. All will agree that excellence in this department is a more comprehensive test of the work of the school than is obtained in any other way. While the school has *always* aimed at superiority, it has never rested satisfied with present attainments, but has sought to advance from year to year, and it gives me pleasure to testify to the fidelity and untiring endeavors of my associates to elevate their standards and improve their methods of instruction. The vacancy caused by the resignation of Miss Margaret Sullivan, which I mentioned with regret in my last report, was filled at the opening of the year by the election of Miss Kate F. Sullivan, and at the same time Miss Shanks

was appointed teacher of French in place of Professor Magaud, resigned. I deeply regret the loss of Miss Mary A. Cochrane from our corps of teachers. She was the valedictorian of the first class which graduated from the school, was appointed assistant teacher soon after the graduation, and has proved as good a teacher as she was a scholar. I desire to make personal acknowledgments to you, gentlemen of the Board of Public Instruction, for your kind consideration, and, in behalf of the school, to renew my thanks for your generous and steadfast support.

Very respectfully,

Your obedient servant,

JOHN E. BRADLEY,

Principal.

1882-83.

BOARD OF PUBLIC INSTRUCTION.

ROOMS:

High School Building, Eagle Street, cor. Columbia.

Members.			
NAMES.	RESIDENCE.	PLACE OF BUSINESS.	TIME EXPIRES.
HERMAN BENDELL, - - -	109 EAGLE ST., - -	109 EAGLE ST., - -	June, 1888
GEORGE B. HOYT, - - -	134 EAGLE ST., - -	130 HUDSON AVE., -	June, 1885
JOHN A. MCCALL, JR., - -	434 STATE ST., - -	NEW CAPITOL, - -	June, 1885
SAMUEL TEMPLETON, - -	16 LANCASTER ST., -	507 BROADWAY, - -	June, 1883
HENRY W. LIPMAN, - - -	80 DOVE ST., - - -	459 BROADWAY, - -	June, 1883
DOUW H. FONDA, - - -	93 LANCASTER ST., -	70 STATE ST., - - -	June, 1883
PETER J. FLINN, - - -	737 BROADWAY, - -	860 BROADWAY, - -	June, 1884
ALDEN CHESTER, - - -	285 CLINTON AVE., -	51 STATE ST., - - -	June, 1884
JOHN H. LYNCH, - - -	19 CATHARINE ST., -	55 RENSSELAER ST.,	June, 1884
CHARLES E. JONES, - - -	140 STATE ST., - -	140 STATE ST., - -	June, 1884
JAMES M. RUSSO, - - -	343 STATE ST., - -	37 MAIDEN LANE, -	June, 1885
HENRY T. SANFORD, - -	203 CENTRAL AVE., -	74 STATE ST., - - -	June, 1885

Officers of the Board.

HERMAN BENDELL, - - - - - *President.*CHARLES W. COLF, - *Superintendent of Schools and Secretary.*
RESIDENCE, 192 ELM STREET.ALEXANDER SAYLES, - - - *Superintendent of Buildings.*
RESIDENCE, 219 LIVINGSTON AVENUE.

STATED MEETINGS
OF THE
BOARD OF PUBLIC INSTRUCTION:
FIRST AND THIRD MONDAYS IN EACH
MONTH EXCEPT AUGUST.



TEACHERS' MEETINGS.

Principals meet with the Superintendent for Consultation and Discussion on the Second Tuesday of each Month, at the High School.

Meetings of Teachers of other Grades at the call of the Superintendent.



OFFICE HOURS
OF
SUPERINTENDENT OF SCHOOLS AND SUPERINTENDENT OF BUILDINGS:
12 m. to 1 p. m., and 4 to 5 p. m. on School Days.
9 a. m. to 1 p. m. on Saturdays.

Standing Committees.

RULES AND REGULATIONS.		
SANFORD,	FONDA,	JONES.
FINANCE AND ACCOUNTS.		
TEMPLETON,	McCALL,	SANFORD.
TEXT-BOOKS AND COURSE OF STUDY.		
CHESTER,	FONDA,	TEMPLETON.
EXAMINATIONS.		
HOYT,	LYNCH, JONES,	RUSO.
CONSTRUCTION AND REPAIRS.		
FLINN,	CHESTER, FONDA,	JONES.
SUPPLIES.		
LIPMAN,	HOYT,	LYNCH.
MUSIC AND DRAWING.		
LYNCH,	LIPMAN,	TEMPLETON
EXECUTIVE ON THE HIGH SCHOOL.		
BENDELL,	FLINN, HOYT,	McCALL.
EXCUSES OF TEACHERS.		
RUSO,	JONES,	FLINN.
LAW.		
CHESTER,	RUSO,	SANFORD.
PRINTING.		
McCALL,	LIPMAN,	JONES.
LIBRARY.		
FONDA,	HOYT, LYNCH,	CHESTER.
HYGIENE.		
JONES,	RUSO,	BENDELL.

SUB-COMMITTEES.

No. 1.	Schools.	No. 3.	Schools.
J. M. RUSSO	Nos. 8, 25.	C. E. JONES.....	Nos. 7, 19, 20.
H. BENDELL	No. 14.	P. J. FLINN.....	Nos. 6, 23.
J. H. LYNCH . .	Nos. 9, 15.	H. T. SANFORD..	Nos. 1, 18.
No. 2.		No. 4.	
GEO. B. HOYT....	Nos. 4, 11.	J. A. McCALL, JR.,	Nos. 12, 18.
H. W. LIPMAN ..	Nos. 2, 24.	A. CHESTER.....	Nos. 3, 5, 22
D. H. FONDA....	Nos. 10, 17.	S. TEMPLETON..	Nos. 16, 21.

Faculty of the High School.



JOHN E. BRADLEY, PH. D.,
Principal and Professor of Mental and Moral Philosophy.

CHARLES A. HORNE, A. M.,
Professor of Mathematics.

OSCAR D. ROBINSON, A. M.,
Professor of Latin and Greek.

AUSTIN SANFORD, A. M.,
Professor of English Literature and History.

RICHARD PRESCOTT, M. E.,
Professor of Natural Science.

LEO H. ALTMAYER, PH. D.,
Professor of the German Language and Literature.

WILLIS G. TUCKER, M. D.,
Professor of Chemistry.

THOS. SPENCER LLOYD,
Professor of Music.

THEODORE C. HAILES,
Drawing Master.

WILLIAM D. GOEWEY,
Teacher of Latin.

MISS MARY MORGAN,
Rhetoric and Elocution.

MISS REBECCA I. HINDMAN,
English Branches.

MISS ANNA J. SHANKS,
English Branches and French.

MISS HELEN A. COCHRANE,
English Branches and Latin.

MISS MARGARET J. ANNESLEY,
English Branches.

MISS MARY I. DAVIS,
English Branches.

MISS DORA C. WENDELL,
English Branches.

MISS ELLEN SULLIVAN,
English Branches.

MISS KATE F. SULLIVAN,
English Branches.

MISS AGNES R. DAVISON,
English Branches.

SALARIES.

Principal	\$2,700 00
Professors of Mathematics and Latin and Greek, each	2,160 00
Professor of English Literature and History....	1,620 00
Professor of Natural Science.....	1,200 00
Professor of German	760 00
Professor of Chemistry — five months' service..	400 00
Teacher of Latin — man.....	700 00
Teacher of Latin — lady	650 00
Teacher of French — lady	667 50
Teacher of Rhetoric and Elocution — lady.....	855 00
Teacher of English Branches — one lady at ...	760 00
Teacher of English Branches — one lady at	665 00
Teacher of English Branches — two ladies at...	650 00
Teacher of English Branches — one lady at	600 00
Teacher of English Branches — three ladies at..	500 00

L I S T

OF

Principals and Teachers in the Various Grammar
and Primary Schools.*PRIMARY SCHOOL No. 1.*JULIA M. JAMES, - - - - - *Principal.*

ASSISTANTS :

Miss Carrie R. Churchill,	|	Mrs. Elizabeth Murphy,
Mrs. A. A. Vance,	|	Miss Emma Doctor.

*GRAMMAR SCHOOL No. 2.*LEWIS H. ROCKWELL, - - - - - *Principal.*

ASSISTANTS :

Miss Frances Gilborne,	|	Miss Martha A. Pultz,
" Martha W. Wilson,	|	" Carrie Godley,
" Freddy Mallory,	|	" Emma M. Godfrey.

*PRIMARY SCHOOL No. 3.*MARTHA McFARLAND, - - - - - *Principal.*

ASSISTANTS :

Miss Sarah F. Horan,	|	Miss Emma Duffy.
" Winifred G. Behan,	|	

*PRIMARY SCHOOL No. 4.*KATE McAULEY, - - - - - *Principal.*

ASSISTANT :

Miss Isabella Holmes.

*GRAMMAR SCHOOL No. 5.*JOHN A. HOWE, - - - - - *Principal.*

ASSISTANTS :

Miss Caroline Ostrander,	Miss Harriet E. Prentice,
" Sophia J. Sprague,	" Ella J. Graham.
" Anna E. Law,	

*GRAMMAR SCHOOL No. 6.*ALMON HOLLAND, - - - - - *Principal.*

ASSISTANTS :

Miss Ida A. Green,	Miss Clara C. McMillan,
" Lizzie L. Cole,	" Anna E. Boom,
" Eliz. Smith,	" Mary P. Russ,
" Frances M. Benjamin,	" Jennie F. Cullen,
" Ellie F. Moran,	" Maggie E. Graham,
" Addie A. Stoneman,	" Lilian J. Flinn.
" Fannie M. Brainard,	

*GRAMMAR SCHOOL No. 7.*E. A. CORBIN, - - - - - *Principal.*

ASSISTANTS :

Miss Margaret A. Hevenor,	Miss Ida G. Russ,
" Julia E. Ryan,	" Fannie Sheridan.
" Isabella T. Henry,	

*GRAMMAR SCHOOL No. 8.*JOHN E. SHERWOOD, - - - - - *Principal.*

ASSISTANTS :

Miss Ida W. Johnson,	Miss M. McC. Hammeck,
" Sarah E. Bartley,	" Louisa Crounse,
" Georgia Mosher,	" Bertha Labishiner,
" Kate E. Allen,	" Maggie Nolan.

*PRIMARY SCHOOL No. 9.*JENNIE SIMPSON, - - - - - *Principal.*

ASSISTANTS :

Miss Ellen E. Deevey,	Miss Margaret Lamb.
" Lizzie McGraw,	

*GRAMMAR SCHOOL No. 10.*GEORGE H. BENJAMIN, - - - - - *Principal.*

ASSISTANTS :

Miss Mary E. Howard,	Miss Augusta Kennedy,
" Bella McAllister,	" Sarah J. Giguere,
" Rosa Ulshoefer,	" Maggie E. Hayes.

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ASSISTANTS :

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" Kate A. Lord,	" Mary Hussey,
" Frances Westover,	" Nellie Combs,
" Ida C. Burnap,	" Agnes M. Overton,
" Mary U. Sexton,	" Charlotte Westover,
" Mary E. Gray,	" Jennie Morris.
" Hattie A. Smith,	

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ASSISTANTS :

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" Louise M. Burdick,	" Mary L. Richman,
" Ella A. Reardon,	" Emma Ward,
" Sarah Gibson,	" Leonora La Monte,
" Jane Wensley,	" Sophia Dauphin,
" Louisa House,	" Kittie Kinnear,
" Laura Richards,	" Nellie Crounse,
" Gertie Gordon,	" Sadie Hamburger.

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GRAMMAR SCHOOL No. 13.

P. H. McQUADE, - - - - - - *Principal.*

ASSISTANTS :

Miss Leonora Farnham,	Miss Ida A. Carroll,
" Etta Marvin,	" Kate A. Smith,
" Lucy A. Stantial,	" Maggie G. Gaynor,
" Annie E. Lyons,	" Carrie E. Smith,
" Catherine Murphy,	" Mary E. Rooney.

GRAMMAR SCHOOL No. 14.

JAMES L. BOTHWELL, - - - - - - *Principal.*

ASSISTANTS :

Miss Eva H. Kennedy,	Miss Mary A. Horton,
" Mary A. Richards,	" Gertrude Hamburger
" Julia M. Simpson,	Mrs. H. S. Haywood,
" Anne E. Caine,	Miss Lilian Sangmaster,
" Jennie Bell,	" Ada Viele,
" Jane A. Williams,	" Bertha Fisher,
" Anna K. Staats,	" Rose Livingston,
" Emma T. Wilkinson,	" Libbie Gass,
" Kate Hans,	" Mary F. Wendrem.

GRAMMAR SCHOOL No. 15.

LEVI CASS, - - - - - - *Principal.*

ASSISTANTS :

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" Mary McDonald,	" Anna P. Halpern.
" Kate C. Quinn,	" Ella F. Brice,
" Margaretta J. Courtney,	" Kate Crummev.
" Mary F. McDermott,	" Marie A. Hydeman.
" Elizabeth H. Buss,	" Maggie Barry.
" Mary G. Smith,	" Mary E. Murphy.
" Maggie E. Gorman,	" Maggie J. Graham.
" Jessie B. Cochran,	" Maggie McCluskey.

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PRIMARY SCHOOL No. 16.

ELEANOR F. DICKSON, - - - - - *Principal.*

ASSISTANT :

Miss Mary A. Burke.

GRAMMAR SCHOOL No. 17.

MARTHA WINNE, - - - - - *Principal.*

ASSISTANTS :

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Mrs. Lydia C. Burnap,	" Ella Maddock,
Miss Elenora Wark,	" Lizzie A. Guardinier,
" Ella Wilson,	" Theresa F. Smith.

PRIMARY SCHOOL No. 18.

JOSEPHINE CLEMENT, - - - - - *Principal.*

ASSISTANTS :

Miss Louisa Canaday,	Miss Louisa Van Zandt.
----------------------	------------------------

PRIMARY SCHOOL No. 19.

MARY A. SIMPSON, - - - - - *Principal*

ASSISTANTS :

Miss Eleanor Snyder,	Miss Kate P. Beers.
" Lizzie Campbell,	

GRAMMAR SCHOOL No. 20.

THOS. S. O'BRIEN, - - - - - *Principal.*

ASSISTANTS :

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" Mary Coyle,	" Anna Mitchell,
" Kate Griffin,	" Rose Dempsey,
" Annie L. Corbett,	" Jennie Ring.

*GRAMMAR SCHOOL No. 21.*A. F. ONDERDONK, - - - - - *Principal.*

ASSISTANTS :

Miss Christina Ferguson,	Miss Mary F. Wylie,
" Julia W. Crannell,	" Anna Thompson,
" Lizzie Erwin,	" Agnes J. Kelly,
" Helen Case,	" Cora Briggs,
" Jennie E. McLean,	" Mary F. Walker,
" Maggie A. Brown,	" Julia R. Ward.
" Agnes S. Gavey,	

*PRIMARY SCHOOL No. 22.*JENNIE A. UTTER, - - - - - *Principal.*

ASSISTANTS :

Miss Maggie Roche,	Miss Anna D. Smith,
" Rosetta Hartnett,	" Lucy J. Miles,
" Kate Kennedy,	" Mattie Pattison,
" Rachel Jones,	" Florence P. Morton.

*PRIMARY SCHOOL No. 23.*LIZZIE MCCARTHY, - - - - - *Principal.*

ASSISTANTS :

Miss Angeline E. Miller,	Miss Alice E. Geary,
" Mary Zeitler,	" Mary F. Mattimore.

*PRIMARY SCHOOL No. 24.*ANNA E. WALKER, - - - - - *Principal.*

ASSISTANTS :

Miss Anna P. Erwin,	Miss Anna Reese,
" Julia Cordell,	" Ida J. Bullis,
" Sarah A. Carey,	" Maggie Healey,
" Susie M. Mangan,	" Harriet Meyers,
" Kate M. Dondle.	" Sara T. Burt,
" Mary L. McGinn,	" Sophia Lehrberg.

PRIMARY SCHOOL No. 25.

MARY L. HOTALING, - - - - - *Principal.*

ASSISTANTS :

Miss Ardella Bogardus,	|	Miss Mary Geoghegan,
" Josephine Moran,	|	" Anna G. Murphy.

MUSICAL DIRECTOR,
THOMAS SPENCER LLOYD.

DRAWING MASTER,
THEODORE C. HAILES.

INSTRUCTOR OF TEACHERS' TRAINING CLASS,
EURETTA CRANNELL.

SALARIES.

Principals of Schools Nos. 6, 11, 12, 13, 14, 15 and 21 (men)	\$1,800 00
Principals of Schools Nos. 2, 5, 8 and 10 (men) ..	1,600 00
Principals of Schools Nos. 7 and 20 (men)	1,500 00
Principals of Schools Nos. 22 and 24 (ladies)	800 00
Principals of Schools Nos. 16 and 25 (ladies)	700 00
Principals of Schools Nos. 1, 3, 4, 9, 19 and 23 (ladies)	675 00
Principals of Schools Nos. 16 and 18 (ladies)	600 00
Musical Director	1,485 00
Drawing Master	1,200 00
Principals' assistants and teachers of ninth year class	600 00
Principal teachers in departments and teachers of seventh and eighth year class	550 00
Assistant teachers, first year	350 00
Assistant teachers, second year	400 00
Assistant teachers, third year	450 00
Assistant teachers, fourth year and thereafter.	500 00

TEXT-BOOKS.

TEXT-BOOKS IN USE IN THE SCHOOLS.

Franklin Series of Readers.
 Quackenbos' Arithmetic.
 Warren's Geographies.
 Swinton's Language Primer and Lessons.
 Swinton's Grammar.
 Barnes' Brief U. S. History.
 Spencerian and Payson D. & S. Amer. and Appleton's
 Writing Books.
 Gilbert's Introductory and Test Spellers.
 Walter Smith's Series of Drawing Books.
 Perkin's Graded Music Reader.
 Monroe's Primary Reading Charts.
 Little Gems of Literature. (Potter, Ainsworth & Co.)

TEXT-BOOKS USED IN THE HIGH SCHOOL.

Wentworth's Algebra.	Harkness' Cæsar.
Swinton's English Grammar.	Goodwin's Greek Grammar.
Green's Analysis.	Leighton's Greek Lessons.
Hutchinson's Physiology.	Sewell's History of Greece.
Warren's Physical Geography.	Searing's Virgil.
Wentworth's Geometry.	Bryce's Virgil.
Cooley's Natural Philosophy.	Goodwin's Anabasis.
Quackenbos' Rhetoric.	Harkness' Latin Prose Composition.
Steele's Zoology.	Harkness' Cicero.
Paradise Lost.	Jones' Greek Prose Composition.
Olney's Trigonometry.	Boice's Homer.
Swinton's Outlines of History.	National Fifth Reader.
Shaw-Backus English Literature.	

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Cooley's Chemistry.	Gilbert's Test Speller.
Dana's Geology.	Hudson's School Shakespeare.
Gray's Botany.	Rolfe's Julius Cæsar.
Haven's Mental Philosophy.	Evan's Otto's German Reader.
Porter's Intellectual Science.	Joyne's Otto German Reader.
Gillespie's Surveying.	Ahn's German Grammar.
Lockyer's Astronomy.	Altmayer's Sprüche and Verse.
Fairchild's Moral Philosophy.	Keetel's Elementary French
Wilson's Political Economy.	Grammar.
Bryant & Stratton's Book-keeping.	Keetel's Analytical French
Quackenbos' Arithmetic.	Grammar.
Harkness' Latin Grammar.	Paul et Virginie.
Harkness' Latin Reader.	Walter Smith's Drawing Series.
Sewell's History of Rome.	Spencerian Writing Books.

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SEVENTEENTH
ANNUAL REPORT

OF THE

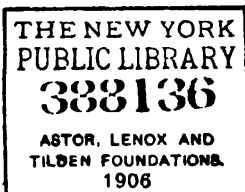
BOARD OF PUBLIC INSTRUCTION

OF THE

CITY OF ALBANY.

1883.

OF EACH 20 JAN 1884 (Doc. 03)
CONG.



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REPORT.

TO THE HONORABLE THE COMMON COUNCIL
OF THE CITY OF ALBANY:

GENTLEMEN: — The Board of Public Instruction respectfully submits herein its Seventeenth Annual Report of the condition of the schools under its charge.

NEW BUILDINGS.

At the date of the last report, work was progressing on the new school building which takes the place of old buildings Nos. 3 and 5. A serious delay was occasioned by the failure of the contractors for the masonry and painting to fulfill their obligations. Both contractors abandoned the work they had begun and partially completed. The Board was compelled to enter into agreement with other parties to complete the work, at an increased cost of \$1,135 on the masonry, and \$148 on the painting. Owing to the detentions made by these defaults, the completion of the building was delayed until about the first of August, although three rooms were occupied by the pupils and teachers of old No. 3 during the months of May and June.

This building is now ready for occupation, and will be put into use on the first of September.

The new house has two stories and a high basement; a frontage of fifty-six and a depth of eighty-eight feet; contains twelve school-rooms, and has a total seating capacity of 598, which is 102 greater than that of the

two buildings replaced. Four of the rooms are provided with single desks, which are now everywhere given the preference as conducing to comfort, health and good order. The general plan of the building embraces all the improvements in lighting, heating and ventilation suggested by experience. The arrangement for lighting is considered perfect. The rooms on the second floor are arranged to open into a common central hall, provided with large skylights, and by this means the windows of the school-rooms all range upon the rear, or to the left hand of the pupils when seated. The plan for heating and ventilating is the same as that used in school No. 8, which was fully described in last year's report.

The front elevation is somewhat ornate; is quite expressive of the purpose of the building, and forms a pleasing feature in the street architecture of our city.

The cost of the lot and building was about \$34,331.08 (a few accounts are, as yet, unsettled); deducting the amount received from sale of old Nos. 3 and 5, \$7,000 — and a part of the proceeds of sale of old Nos. 2, 4 and 16 — \$1,831.08 — the net cost is \$25,500, for a building which will suffice for the school population of its vicinity for many years.

NEW No. 2.

The need of a new building to replace Nos. 2 and 16 having been set forth in several successive reports, the Board determined, last October, to place \$20,000 in the annual budget for this purpose. The old buildings were sold, subject to occupation until the completion of the new buidings — reserving ninety-one feet from

the Chestnut street line of No. 2 — for \$5,650 and \$2,800, respectively. A portion of the amount thus received will be, of necessity, used to complete the payments on new No. 5. About \$5,000 of this amount thus raised will be available for the new building. After careful examination of many proposed sites, the Board determined to purchase the lot adjoining the rear of school lot No. 2, on Chestnut street. It was deemed advisable to go no farther west, because many pupils who attend No. 2 live as far east as South Pearl street. The lot purchased has a front of forty-nine feet eleven and one-half inches, and a depth of eighty-six feet six inches, which gives, with the old school lot reserved, an entire frontage of about eighty-three feet, and a depth of nearly ninety feet. The ground thus secured will suffice for a building with accommodation for about 600 pupils.

Plans and specifications were prepared and adopted and estimates obtained for the erection of the new building in July. The estimates were of two kinds, one for the completion of the structure; the other for inclosing only. As there were not funds on hand sufficient to pay for the whole work, contracts were let for inclosing the building for a total sum of \$13,027.92. The total cost of the structure is estimated, including furniture, slate, etc., at \$30,000, or about \$17,000 more than the amount of the contracts already let. To meet this we will have available about \$5,000 from the sale of old No. 2, thus leaving \$12,000 to be placed in the budget to complete this building. A description of the new structure is reserved for the

next annual report. The work of erecting the exterior is now progressing rapidly.

ADDITIONAL BUILDINGS.

More room is demanded in several localities for the accommodation of pupils, especially those of the lowest primary grades. The most pressing cry for relief comes from school No. 21. As the children to be cared for in this vicinity nearly all live a long distance westward from the school, it is thought their needs will be best met, at present, by leasing a building somewhere on or near Watervliet avenue, and fitting up two class-rooms for temporary use. Should these rooms fill up and still more children ask admission, the Board may deem it wise to ask for a sum sufficient to buy a lot and put up a new primary school, of eight rooms, in the vicinity referred to. The leased premises, suggested above, would serve for about 150 pupils. This number is known to be waiting for seats, and it is claimed that there are a hundred or two more also waiting. If this prove to be so, the necessity for the erection of a new building will be imperative.

The Board has voted to sell school No. 18 and lot, and replace it by building a new house for primary scholars in the neighborhood known as Paigeville. The reasons for this action have been given in previous reports; the chief one being that the present location of the school forbids the attendance of a large number of small children, who also live too far away to be able to attend any other school. Should the Board succeed in selling the old property to advantage, it

may be thought proper to place whatever amount may be needed, in addition to that realized from the proposed sale, in the next budget or that for 1885, in order to place the school in such a locality as will meet the wants of the surrounding school population.

A new building on Orange street, somewhere between Hawk and Swan streets, to take the place of Nos. 7 and 19 — now very disadvantageously located on Canal street — and to relieve the over-crowded rooms of Nos. 6 and 23; and the rebuilding or remodeling of Nos. 1, 9 and 10, would leave no public school buildings in the city that do not conform to approved models in form and arrangement. These improvements must be made in the near future, but, of course, will require several years for their accomplishment.

Your attention is earnestly directed to the accompanying complete reports of the Superintendent of Schools, the various committees of the Board, and the Principal of the High School, which present a full account of the condition of the schools as to attendance, scholarship, discipline, etc.

FINANCIAL STATISTICS.

The following tables show, in detail, the receipts and expenditures on account of the schools during the year just ended:

Cash Receipts and Expenditures

FOR THE YEAR ENDING AUGUST 31ST, 1883.

RECEIPTS.

Cash, balance on hand September 1, 1882	\$87,048 37
Raised by tax.....	164,700 00
State apportionment.....	47,354 67
From literature fund, etc., for High School....	2,168 63
From non-resident pupils.....	954 71
From sale of old desks, etc	99 75
From High School pupils, use of books, etc....	1,158 95
From cash received from Library fines....	25 00
From Regents University, instruction of teachers,	250 00
From sale of old Schools Nos. 3 and 5, final payment	6,300 00,
From sale of old School No. 4.....	2,250 00
From sale of old School No. 2, first payment..	565 00
From sale of old School No. 16, first payment..	280 00
	<u>\$313,155 08</u>

EXPENDITURES.

Teachers' salaries	\$145,854 84
Text-books and stationery	2,529 20
School apparatus	82 44
Repairs and heaters.....	11,964 16
School furniture.....	582 70
Building fund.....	70 50
Fuel*	14,654 74

Carried forward..... \$175,738 58

* Includes supply for 1883-84, as well as that of 1882-83; both supplies having been paid for within the current year.

BOARD OF PUBLIC INSTRUCTION.

11

Brought forward.....	\$175,738 58	
Janitors, cleaning school-houses, etc	7,336 49	
Miscellaneous expenses	735 75	
Salary of Superintendent and Sec- retary	2,500 02	
Supplies	2,354 98	
Printing and advertising	1,821 44	
Salary of Superintendent of Build- ings	1,500 00	
Library	819 84	
Clerk hire.....	433 33	
Gas, water and insurance	1,275 72	
School-house No. 5.....	22,336 08	
School-house No. 2.	8,202 90	
		\$225,055 13
Cash balance on hand September 1, 1883.....	85,742 21	
Unexpended balance of money raised to build School No. 8, transferred to the Trustees of the Sinking fund.....	2,357 74	
		<u>\$313,155 08</u>

Expenditures in Detail.

SCHOOL No. 1—JULIA M. JANES, Principal.

Teachers' salaries.....	\$3,171 59
Repairs and heaters.....	317 03
Text-books and stationery	32 32
Printing	12 21
Fuel... ..	*295 85
Janitor's salary.....	180 00
Supplies	48 97
Gas, water and insurance.....	14 48
	\$4,072 45

SCHOOL No. 2—LEWIS H. ROCKWELL, Principal.

Teachers' salaries.....	\$4,554 09
Repairs and heaters.....	80 63
Text-books and stationery	47 11
Printing ..	23 80
Fuel .	286 09
Janitor's salary	180 00
Miscellaneous.....	14 23
Supplies	54 86
Gas, water and insurance.....	24 74
School furniture.....	15 49
	\$5,281 04

* Includes the fuel for 1883-84, which was housed and paid for in August, 1883, and necessarily included in expenditures of this year. This note applies to the item of fuel for each school.

BOARD OF PUBLIC INSTRUCTION.

13

SCHOOL No. 3.—MARTHA MCFARLAND, Principal.

Teachers' salaries	\$2,047 33
Repairs and heaters	51 71
Text-books and stationery	25 21
Printing	12 21
Fuel	139 73
Janitor's salary	112 50
Supplies	22 89
Gas, water and insurance	13 00
	<hr/>
	\$2,424 58
	<hr/>

SCHOOL No. 4.—KATE MCAULEY, Principal.

Teachers' salaries	\$1,171 25
Repairs and heaters	38 16
Text-books and stationery	14 69
Printing	12 21
Fuel	75 56
Janitor's salary	112 50
Supplies	29 53
Gas, water and insurance	7 50
	<hr/>
	\$1,461 40
	<hr/>

SCHOOL No. 5.—JOHN A. HOWE, Principal.

Teachers' salaries	\$4,298 75
Repairs and heaters	33 86
Text-books and stationery	66 76
Printing	23 88
Janitor's salary	172 99
Gas, water and insurance	37 25
Supplies	45 03
Fuel	801 09
Miscellaneous	14 23
School furniture	11 49
	<hr/>
	\$5,505 33
	<hr/>

SEVENTEENTH ANNUAL REPORT OF THE

OF THE BOARD OF COMMONS, *Principal.*

.....	\$8,246 20
.....	267 81
.....	87 12
.....	23 93
.....	732 09
.....	330 00
.....	118 15
.....	75 50
.....	20 49
.....	14 23
	<hr/>
	\$9,915 52

OF THE BOARD OF COMMONS, *Principal.*

.....	\$4,193 25
.....	210 86
.....	32 12
.....	23 86
.....	180 00
.....	69 93
.....	28 25
.....	234 06
.....	14 23
	<hr/>
	\$4,986 56

OF THE BOARD OF COMMONS, *Principal.*

.....	\$5,587 09
.....	226 45
.....	40 80
.....	6 00
.....	275 00
.....	23 88
.....	76 80
.....	597 29
	<hr/>
	\$6,833 31

BOARD OF PUBLIC INSTRUCTION.

15

Brought forward.....	\$6,833 31
Gas, water and insurance.....	64 50
Miscellaneous.....	14 23
	<hr/>
	\$6,912 04

SCHOOL No. 9.—JENNIE SIMPSON, Principal.

Teachers' salaries..	\$1,846 63
Repairs.....	479 40
Text-books and stationery.....	15 03
Printing.....	12 21
Fuel.....	216 99
Janitor's salary.....	160 00
Supplies ..	26 31
Gas, water and insurance.....	8 50
	<hr/>
	\$2,765 07

SCHOOL No. 10.—GEORGE H. BENJAMIN, Principal.

Teachers' salaries.....	\$4,754 50
Repairs.....	213 16
Text-books and stationery.....	36 81
Printing.....	23 88
Fuel.....	294 96
Janitor's salary.....	180 00
Supplies.....	66 00
Gas, water and insurance.....	26 75
School furniture.....	11 49
Miscellaneous.....	14 23
	<hr/>
	\$5,621 78

SCHOOL No. 11.—J. H. GILBERT, Principal.

Teachers' salaries.....	\$8,632 51
Repairs.....	281 68
Text-books and stationery...	53 74
	<hr/>
Carried forward...	\$8,967 93

14 SEVENTEENTH ANNUAL REPORT OF THE

SCHOOL No. 6. — ALMON HOLLAND, Principal.

Teachers' salaries.....	\$8,246 20
Repairs and heaters.....	267 81
Text-books and stationery	87 12
Printing	23 93
Fuel	732 09
Janitor's salary	330 00
Supplies	118 15
Gas, water and insurance.....	75 50
School furniture.....	20 49
Miscellaneous.....	14 23
	<hr/>
	\$9,915 52

SCHOOL No. 7. — E. A. CORBIN, Principal.

Teachers' salaries.....	\$4,193 25
Repairs and heaters.....	210 86
Text-books and stationery	32 12
Printing	23 86
Janitor's salary.....	180 00
Supplies	69 93
Gas, water and insurance.....	28 25
Fuel	234 06
Miscellaneous.....	14 23
	<hr/>
	\$4,986 56

SCHOOL No. 8. — JOHN E. SHERWOOD, Principal.

Teachers' salaries.....	\$5,587 09
Repairs and heaters.....	226 45
Text-books and stationery	40 80
School furniture.....	6 00
Janitor's salary.....	275 00
Printing	23 88
Supplies	76 80
Fuel	597 29
	<hr/>
Carried forward.....	\$6,833 31

BOARD OF PUBLIC INSTRUCTION.

15

Brought forward.....	\$6,833 31
Gas, water and insurance	64 50
Miscellaneous.....	14 23
	<hr/>
	\$6,912 04

SCHOOL No. 9.—JENNIE SIMPSON, Principal.

Teachers' salaries..	\$1,846 63
Repairs.....	479 40
Text-books and stationery.....	15 03
Printing.....	12 21
Fuel	216 99
Janitor's salary	160 00
Supplies ..	26 31
Gas, water and insurance.....	8 50
	<hr/>
	\$2,765 07

SCHOOL No. 10.—GEORGE H. BENJAMIN, Principal.

Teachers' salaries	\$4,754 50
Repairs	213 16
Text-books and stationery.....	36 81
Printing	23 88
Fuel	294 96
Janitor's salary	180 00
Supplies	66 00
Gas, water and insurance	26 75
School furniture.....	11 49
Miscellaneous.....	14 23
	<hr/>
	\$5,621 78

SCHOOL No. 11.—J. H. GILBERT, Principal.

Teachers' salaries	\$8,632 51
Repairs.....	281 68
Text-books and stationery...	53 74
	<hr/>
Carried forward...	\$8,967 93

16 SEVENTEENTH ANNUAL REPORT OF THE

Brought forward.....	\$8,967 93
Printing.....	23 88
Fuel.....	771 34
Janitor's salary.....	330 00
Gas, water and insurance.....	63 75
Supplies.....	107 44
Miscellaneous.....	14 24
	<hr/>
	\$10,278 58

SCHOOL No. 12.—E. E. PACKER, Principal.

Teachers' salaries.....	\$9,326 67
Repairs.....	539 18
Text-books and stationery.....	124 60
Printing.....	23 93
Fuel.....	1,061 09
Janitor's salary.....	350 00
Supplies.....	150 06
Gas, water and insurance.....	63 25
School furniture.....	15 29
Miscellaneous.....	14 23
	<hr/>
	\$11,668 30

SCHOOL No. 13.—P. H. MCQUADE, Principal.

Teachers' salaries.....	\$6,551 27
Repairs.....	1,109 54
Text-books and stationery.....	30 88
Printing.....	23 88
Fuel.....	637 40
Janitor's salary.....	275 00
Supplies.....	75 60
Gas, water and insurance.....	21 50
School furniture.....	26 49
Miscellaneous.....	14 23
	<hr/>
	\$8,765 79

BOARD OF PUBLIC INSTRUCTION.

17

SCHOOL No. 14. — J. L. BOTHWELL, Principal.

Teachers' salaries	\$10,430 84
Repairs	847 61
Text-books and stationery	56 53
Printing	23 88
Fuel	747 30
Janitor's salary	350 00
Supplies	152 99
Gas, water and insurance	53 50
School furniture	11 49
Miscellaneous	14 23
	<hr/>
	\$12,688 37

SCHOOL No. 15. — LEVI CASS, Principal.

Teachers' salaries	\$10,901 35
Repairs	1,249 92
Text-books and stationery	86 05
Printing	23 88
Fuel	798 36
Janitor's salary	720 00
Supplies	121 15
Gas, water and insurance	62 50
Miscellaneous	14 23
School furniture	11 49
	<hr/>
	\$13,988 93

SCHOOL No. 16. — ELEANOR F. DICKSON, Principal.

Teachers' salaries	\$1,050 75
Repairs	104 05
Text-books and stationery	9 30
Printing	12 21
Fuel	88 03
Janitor's salary	125 00
	<hr/>
Carried forward	\$1,389 34

18 SEVENTEENTH ANNUAL REPORT OF THE

Brought forward.....	\$1,389 34
Supplies	14 52
Gas, water and insurance.....	3 50
	<hr/>
	\$1,407 36

SCHOOL No. 17. — MARTHA WINNE, Principal.

Teachers' salaries	\$3,999 04
Repairs	440 16
Text-books and stationery.....	47 14
Fuel	568 19
Janitor's salary.....	275 00
Supplies	113 28
Gas, water and insurance.....	28 25
Printing	17 11
School furniture.....	23 49
	<hr/>
	\$5,511 66

SCHOOL No. 18. — JOSEPHINE CLEMENT, Principal.

Teachers' salaries.....	\$1,590 25
Repairs.....	72 71
Text-books and stationery	17 28
Printing	12 21
Fuel	135 26
Janitor's salary	123 10
Supplies	49 61
Gas, water and insurance.....	6 00
	<hr/>
	\$2,006 42

SCHOOL No. 19. — MARY A. SIMPSON, Principal.

Teachers' salaries.....	\$2,027 00
Repairs.....	178 95
Text-books and stationery	24 71
	<hr/>
Carried forward.....	\$2,230 66

BOARD OF PUBLIC INSTRUCTION.

19

Brought forward.....	\$2,230 66
Janitor's salary.....	85 00
Fuel	118 66
Supplies	41 63
Printing	12 21
Gas, water and insurance.....	5 00
	<hr/>
	\$2,493 16

SCHOOL No. 20.— T. S. O'BRIEN, Principal.

Teachers' salaries.....	\$5,261 84
Repairs	528 99
Text-books and stationery	68 45
Printing	23 86
Fuel	791 22
Janitor's salary	275 00
Supplies	89 91
Gas, water and insurance.....	87 50
Miscellaneous.....	13 23
School furniture.....	11 49
	<hr/>
	\$7,151 49

SCHOOL No. 21.— A. F. ONDERDONK, Principal.

Teachers' salaries	\$7,831 01
Repairs.....	302 98
Text-books and stationery	82 28
Printing	23 88
Fuel	875 20
Janitor's salary	330 00
Supplies	173 18
Gas, water and insurance.....	21 00
School apparatus.....	4 80
School furniture	117 69
Miscellaneous.....	14 23
	<hr/>
	\$9,776 25

next annual report. The work of erecting the exterior is now progressing rapidly.

ADDITIONAL BUILDINGS.

More room is demanded in several localities for the accommodation of pupils, especially those of the lowest primary grades. The most pressing cry for relief comes from school No. 21. As the children to be cared for in this vicinity nearly all live a long distance westward from the school, it is thought their needs will be best met, at present, by leasing a building somewhere on or near Watervliet avenue, and fitting up two class-rooms for temporary use. Should these rooms fill up and still more children ask admission, the Board may deem it wise to ask for a sum sufficient to buy a lot and put up a new primary school, of eight rooms, in the vicinity referred to. The leased premises, suggested above, would serve for about 150 pupils. This number is known to be waiting for seats, and it is claimed that there are a hundred or two more also waiting. If this prove to be so, the necessity for the erection of a new building will be imperative.

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Repairs and heaters.....	11,964 16
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Building fund.....	70 50
Fuel*	14,654 74
Carried forward.....	\$175,738 58

* Includes supply for 1883-84, as well as that of 1882-83; both supplies having been paid for within the current year.

BOARD OF PUBLIC INSTRUCTION.

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Brought forward.....	\$175,738 58	
Janitors, cleaning school-houses, etc	7,336 49	
Miscellaneous expenses	735 75	
Salary of Superintendent and Sec- retary	2,500 02	
Supplies	2,354 98	
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School-house No. 5.....	22,336 08	
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Cash balance on hand September 1, 1883.....	85,742 21	
Unexpended balance of money raised to build School No. 8, transferred to the Trustees of the Sinking fund.....	2,357 74	
		<u>\$313,155 08</u>

Expenditures in Detail.

SCHOOL No. 1—JULIA M. JANES, Principal.

Teachers' salaries.....	\$3,171 59
Repairs and heaters.....	317 03
Text-books and stationery	32 32
Printing	12 21
Fuel... ..	*295 85
Janitor's salary.....	180 00
Supplies	48 97
Gas, water and insurance.....	14 48
	\$4,072 45

SCHOOL No. 2—LEWIS H. ROCKWELL, Principal.

Teachers' salaries.....	\$4,554 09
Repairs and heaters.....	80 63
Text-books and stationery	47 11
Printing ..	23 80
Fuel .	286 09
Janitor's salary	180 00
Miscellaneous.....	14 23
Supplies	54 86
Gas, water and insurance.....	24 74
School furniture.....	15 49
	\$5,281 04

* Includes the fuel for 1883-84, which was housed and paid for in August, 1883, and necessarily included in expenditures of this year. This note applies to the item of fuel for each school.

BOARD OF PUBLIC INSTRUCTION.

13

SCHOOL No. 3.—MARTHA MCFARLAND, Principal.

Teachers' salaries	\$2,047 33
Repairs and heaters	51 71
Text-books and stationery	25 21
Printing	12 21
Fuel	139 73
Janitor's salary	112 50
Supplies	22 89
Gas, water and insurance	13 00
	<hr/>
	\$2,424 58
	<hr/>

SCHOOL No. 4.—KATE MCAULEY, Principal.

Teachers' salaries	\$1,171 25
Repairs and heaters	38 16
Text-books and stationery	14 69
Printing	12 21
Fuel	75 56
Janitor's salary	112 50
Supplies	29 53
Gas, water and insurance	7 50
	<hr/>
	\$1,461 40
	<hr/>

SCHOOL No. 5.—JOHN A. HOWE, Principal.

Teachers' salaries	\$4,298 75
Repairs and heaters	33 86
Text-books and stationery	66 76
Printing	23 88
Janitor's salary	172 99
Gas, water and insurance	37 25
Supplies	45 03
Fuel	801 09
Miscellaneous	14 23
School furniture	11 49
	<hr/>
	\$5,505 33
	<hr/>

14 SEVENTEENTH ANNUAL REPORT OF THE

SCHOOL No. 6. — ALMON HOLLAND, Principal.

Teachers' salaries.....	\$8,246 20
Repairs and heaters.....	267 81
Text-books and stationery	87 12
Printing	23 93
Fuel	732 09
Janitor's salary	330 00
Supplies	118 15
Gas, water and insurance.....	75 50
School furniture.....	20 49
Miscellaneous.....	14 23
	<hr/>
	\$9,915 52

SCHOOL No. 7. — E. A. CORBIN, Principal.

Teachers' salaries.....	\$4,193 25
Repairs and heaters.....	210 86
Text-books and stationery	32 12
Printing	23 86
Janitor's salary.....	180 00
Supplies	69 93
Gas, water and insurance.....	28 25
Fuel	234 06
Miscellaneous.....	14 23
	<hr/>
	\$4,986 56

SCHOOL No. 8. — JOHN E. SHERWOOD, Principal.

Teachers' salaries.....	\$5,587 09
Repairs and heaters.....	226 45
Text-books and stationery	40 80
School furniture.....	6 00
Janitor's salary.....	275 00
Printing	23 88
Supplies	76 80
Fuel	597 29
	<hr/>
Carried forward.....	\$6,833 31

BOARD OF PUBLIC INSTRUCTION. 15

Brought forward.....	\$6,833 31
Gas, water and insurance	64 50
Miscellaneous.....	14 23
	<hr/> \$6,912 04 <hr/>

SCHOOL No. 9.—JENNIE SIMPSON, Principal.

Teachers' salaries..	\$1,846 63
Repairs.....	479 40
Text-books and stationery.....	15 03
Printing.....	12 21
Fuel	216 99
Janitor's salary	160 00
Supplies ..	26 31
Gas, water and insurance.....	8 50
	<hr/> \$2,765 07 <hr/>

SCHOOL No. 10.—GEORGE H. BENJAMIN, Principal.

Teachers' salaries	\$4,754 50
Repairs	213 16
Text-books and stationery.....	36 81
Printing	23 88
Fuel	294 96
Janitor's salary	180 00
Supplies	66 00
Gas, water and insurance	26 75
School furniture	11 49
Miscellaneous.....	14 23
	<hr/> \$5,621 78 <hr/>

SCHOOL No. 11.—J. H. GILBERT, Principal.

Teachers' salaries	\$8,632 51
Repairs.....	281 68
Text-books and stationery...	53 74
Carried forward...	<hr/> \$8,967 93 <hr/>

16 SEVENTEENTH ANNUAL REPORT OF THE

Brought forward.....	\$8,967 93
Printing.....	23 88
Fuel.....	771 34
Janitor's salary.....	330 00
Gas, water and insurance.....	63 75
Supplies.....	107 44
Miscellaneous.....	14 24
	<hr/>
	\$10,278 58

SCHOOL No. 12.—E. E. PACKER, Principal.

Teachers' salaries.....	\$9,326 67
Repairs.....	539 18
Text-books and stationery.....	124 60
Printing.....	23 93
Fuel.....	1,061 09
Janitor's salary.....	350 00
Supplies.....	150 06
Gas, water and insurance.....	63 25
School furniture.....	15 29
Miscellaneous.....	14 23
	<hr/>
	\$11,668 30

SCHOOL No. 13.—P. H. MCQUADE, Principal.

Teachers' salaries.....	\$6,551 27
Repairs.....	1,109 54
Text-books and stationery.....	30 88
Printing.....	23 88
Fuel.....	637 40
Janitor's salary.....	275 00
Supplies.....	75 60
Gas, water and insurance.....	21 50
School furniture.....	26 49
Miscellaneous.....	14 23
	<hr/>
	\$8,765 79

BOARD OF PUBLIC INSTRUCTION.

17

SCHOOL No. 14. — J. L. BOTHWELL, Principal.

Teachers' salaries	\$10,430 84
Repairs	847 61
Text-books and stationery	56 53
Printing	23 88
Fuel	747 30
Janitor's salary	350 00
Supplies	152 99
Gas, water and insurance	53 50
School furniture	11 49
Miscellaneous	14 23
	<hr/>
	\$12,688 37

SCHOOL No. 15. — LEVI CASS, Principal.

Teachers' salaries	\$10,901 35
Repairs	1,249 92
Text-books and stationery	86 05
Printing	23 88
Fuel	798 36
Janitor's salary	720 00
Supplies	121 15
Gas, water and insurance	62 50
Miscellaneous	14 23
School furniture	11 49
	<hr/>
	\$13,988 93

SCHOOL No. 16. — ELEANOR F. DICKSON, Principal.

Teachers' salaries	\$1,050 75
Repairs	104 05
Text-books and stationery	9 30
Printing	12 21
Fuel	88 03
Janitor's salary	125 00
	<hr/>
Carried forward	\$1,389 34

18 SEVENTEENTH ANNUAL REPORT OF THE

Brought forward.....	\$1,389 34
Supplies	14 52
Gas, water and insurance.....	3 50
	<hr/>
	\$1,407 36

SCHOOL No. 17. — MARTHA WINNE, Principal.

Teachers' salaries	\$3,999 04
Repairs	440 16
Text-books and stationery.....	47 14
Fuel	568 19
Janitor's salary.....	275 00
Supplies	113 28
Gas, water and insurance.....	28 25
Printing	17 11
School furniture.....	23 49
	<hr/>
	\$5,511 66

SCHOOL No. 18. — JOSEPHINE CLEMENT, Principal.

Teachers' salaries.....	\$1,590 25
Repairs	72 71
Text-books and stationery	17 28
Printing	12 21
Fuel	135 26
Janitor's salary	123 10
Supplies	49 61
Gas, water and insurance.....	6 00
	<hr/>
	\$2,006 42

SCHOOL No. 19. — MARY A. SIMPSON, Principal.

Teachers' salaries.....	\$2,027 00
Repairs	178 95
Text-books and stationery	24 71
	<hr/>
Carried forward.....	\$2,230 66

BOARD OF PUBLIC INSTRUCTION.

19

Brought forward.....	\$2,230 66
Janitor's salary.....	85 00
Fuel	118 66
Supplies	41 63
Printing	12 21
Gas, water and insurance.....	5 00
	<hr/>
	\$2,493 16

SCHOOL No. 20.—T. S. O'BRIEN, Principal.

Teachers' salaries.....	\$5,261 84
Repairs.....	528 99
Text-books and stationery	68 45
Printing	23 86
Fuel	791 22
Janitor's salary	275 00
Supplies	89 91
Gas, water and insurance.....	87 50
Miscellaneous.....	13 23
School furniture.....	11 49
	<hr/>
	\$7,151 49

SCHOOL No. 21.—A. F. ONDERDONK, Principal.

Teachers' salaries	\$7,831 01
Repairs.....	302 98
Text-books and stationery.....	82 28
Printing	23 88
Fuel	875 20
Janitor's salary	330 00
Supplies	173 18
Gas, water and insurance.....	21 00
School apparatus.....	4 80
School furniture	117 69
Miscellaneous.....	14 23
	<hr/>
	\$9,776 25

20 SEVENTEENTH ANNUAL REPORT OF THE

SCHOOL No. 22.—JENNIE A. UTTER, Principal.

Teachers' salaries	\$4,736 75
Repairs	402 92
Text-books and stationery	60 56
Printing	17 11
Fuel	660 90
Janitor's salary	275 00
School furniture	11 49
Supplies	109 17
Gas, water and insurance	21 00
	<hr/>
	\$6,294 90

SCHOOL No. 23.—ELIZABETH MCCARTHY, Principal.

Teachers' salaries	\$2,947 92
Repairs (addition of two class-rooms)	1,814 53
Text-books and stationery	62 08
Printing	12 21
Janitor's salary	145 40
Supplies	130 19
Gas, water and insurance	6 00
School furniture	152 34
Fuel	246 40
	<hr/>
	\$5,517 07

SCHOOL No. 24.—ANNA E. WALKER, Principal.

Teachers' salaries	\$6,308 74
Repairs	424 70
Text-books and stationery	26 71
Fuel	708 03
Janitor's salary	275 00
Supplies	144 85
Gas, water and insurance	49 50
Printing	12 21
School furniture	23 49
	<hr/>
	\$7,973 23

BOARD OF PUBLIC INSTRUCTION.

21

SCHOOL No. 25. — MARY L. HOTALING, Principal.

Teachers' salaries.....	\$2,678 58
Repairs.....	311 91
Text-books and stationery.....	19 63
Printing.....	12 21
Fuel.....	722 41
Janitor's salary.....	250 00
Supplies.....	45 56
Gas, water and insurance.....	21 00
School furniture.....	11 49
	<hr/>
	\$4,072 79

HIGH SCHOOL. — JOHN E. BRADLEY, Principal.

Teachers' salaries.....	\$18,620 14
Repairs.....	1,366 83
Text-books and stationery.....	1,330 95
Printing.....	443 25
School apparatus.....	77 64
School furniture.....	88 00
Fuel.....	2,051 32
Janitor's and engineer's salaries.....	1,270 00
Miscellaneous expenses.....	170 60
Supplies.....	179 31
Blank books, printing and advertising.....	443 25
Gas, water and insurance.....	462 00
	<hr/>
	\$26,503 29

Credit.

Amount received from Literature Fund through the Regents of the University.....	\$2,168 63
Amount received from pupils for use of books, etc.....	1,158 95
Amount received for tuition of non- resident pupils.....	742 95
	<hr/>
	4,070 53
	<hr/>
Net expenses of High School.....	\$22,432 76

22 SEVENTEENTH ANNUAL REPORT OF THE

TRAINING SCHOOL.

Salary of conductor.....	\$700 00
Printing, supplies, blank books, etc.....	83 35
	<hr/>
	\$783 35

Deduct difference between con- ductor's former salary (\$600) and the amount paid the teacher em- ployed to fill the vacancy (\$350),	\$250 00
Also amount received through the Regents of the University for instruction of teachers' class....	250 00
	<hr/>
	500 00

And the net expense of the school was \$283 35

OFFICE OF THE BOARD.

Salary of Superintendent and Secretary.....	\$2,500 02
Blank books, printing and advertising	921 37
Miscellaneous expenses.....	350 79
Repairs	68 39
Supplies	66 67
Text-books and stationery	27 53
Clerk hire.....	433 33
School furniture	13 50
	<hr/>
	\$4,381 60

MISCELLANEOUS.

Salary of superintendent of buildings	\$1,500 00
Salary of music teacher.....	1,189 50
Salary of teacher of drawing.....	1,200 00
	<hr/>
	\$3,889 50

LIBRARY.

Salary of librarian (regular \$350, temporary \$30),	\$380 00
Books.	256 30
Miscellaneous	35 40
Printing	148 14
	<hr/>
	\$819 84

BOARD OF PUBLIC INSTRUCTION.

23

SCHOOL BUILDINGS.

School-house No. 2.....	\$8,202 90
School-house No. 5.....	22,336 08
	<hr/>
	\$30,538 98

*RECAPITULATION.**Debit.*

To cash on hand September 1, 1882.....	\$87,048 37
To receipts.....	226,106 71
To supplies on hand, as per inventory, September 1, 1882.....	447 69
To text-books on hand, as per inventory, September 1, 1882.....	351 89
	<hr/>
	\$313,954 66

Credit.

By expenses of School No. 1.....	\$4,072 45
By expenses of School No. 2.....	5,281 04
By expenses of School No. 3.....	2,424 58
By expenses of School No. 4.....	1,461 40
By expenses of School No. 5.....	5,505 33
By expenses of School No. 6.....	9,915 52
By expenses of School No. 7.....	4,986 56
By expenses of School No. 8.....	6,912 04
By expenses of School No. 9.....	2,765 07
By expenses of School No. 10.....	5,621 78
By expenses of School No. 11.....	10,278 58
By expenses of School No. 12.....	11,668 30
By expenses of School No. 13.....	8,765 79
By expenses of School No. 14.....	12,688 37
By expenses of School No. 15.....	13,988 93
By expenses of School No. 16.....	1,407 36
By expenses of School No. 17.....	5,511 66
By expenses of School No. 18.....	2,006 42
	<hr/>
Carried forward.....	\$115,361 18

24 SEVENTEENTH ANNUAL REPORT OF THE

Brought forward.....	\$115,361 18
By expenses of School No. 19.....	2,493 16
By expenses of School No. 20.....	7,151 49
By expenses of School No. 21.....	9,776 25
By expenses of School No. 22.....	6,294 90
By expenses of School No. 23.....	5,517 07
By expenses of School No. 24	7,973 23
By expenses of School No. 25.....	4,072 79
By expenses of High School	26,503 29
By expenses of office, salary of superintendent, clerk, printing, etc	4,381 60
By salary of superintendent of buildings.....	1,500 00
By salary of music teacher.....	1,189 50
By salary of teacher of drawing.....	1,200 00
By library of the public schools	819 84
By school-house No. 2	8,202 90
By school-house No. 5	22,336 08
By training school.....	783 35
By text-books on hand August 31, 1883, as per inventory	219 10
By supplies on hand August 31, 1883, as per inventory	178 98
By cash on hand August 31, 1882	85,742 21
By amount transferred to the Trustees of Sink- ing Fund.....	2,357 74
	<hr/>
	\$313,954 66

COST OF TUITION PER PUPIL.

Based on teachers' salaries and registered number...	\$10 49
Based on teachers' salaries and average membership,	16 10
Based on total expenditure and registered number..	16 17
Based on total expenditure and average membership,	24 84

TABLE

SHOWING THE COST OF TUITION AND TOTAL COST PER PUPIL
IN EACH SCHOOL, BASED UPON REGISTERED NUMBER AND
AVERAGE MEMBERSHIP.

SCHOOLS.	Registered number.	Cost of tuition per pupil.	Total cost per pupil.	Average mem- bership.	Cost of tuition per pupil.	Total cost per pupil.
No. 1.....	359	\$8 88	\$11 84	244	\$12 99	\$16 69
No. 2.....	448	10 16	11 79	337	13 51	15 87
No. 3.....	212	9 66	11 48	185	15 16	17 96
No. 4.....	143	8 19	10 22	81	14 46	12 04
No. 5.....	359	11 98	15 33	228	18 86	24 14
No. 6.....	804	10 25	12 33	623	13 23	15 91
No. 7.....	298	14 07	16 63	183	22 91	27 08
No. 8.....	660	8 47	10 17	401	13 98	16 73
No. 9.....	209	8 83	13 23	180	14 20	21 27
No. 10.....	398	11 95	14 12	285	16 68	19 72
No. 11.....	786	11 73	13 98	588	14 81	17 68
No. 12.....	1,018	9 16	11 40	777	12 00	15 02
No. 13.....	580	11 29	15 16	388	16 97	23 79
No. 14.....	1,182	8 82	10 73	833	12 52	15 23
No. 15.....	1,107	9 84	12 73	817	13 84	17 24
No. 16.....	92	11 42	15 29	60	17 51	23 45
No. 17.....	602	6 64	9 15	407	9 82	13 54
No. 18.....	195	8 15	10 28	94	16 98	21 34
No. 19.....	340	5 96	7 33	207	9 79	12 04
No. 20.....	555	9 46	11 09	382	13 77	18 72
No. 21.....	792	9 88	12 34	622	12 59	15 71
No. 22.....	582	8 14	10 81	412	11 49	15 30
No. 23.....	449	6 56	12 29	292	10 09	18 89
No. 24.....	848	7 20	9 40	559	11 29	14 27
No. 25.....	333	8 29	12 61	187	14 32	21 77
High School ...	586	31 77	45 23	539	34 55	49 17
Training School.	87	19 00	21 17	29	24 14	27 01

T A B L E

SHOWING THE LOCATION OF THE DIFFERENT SCHOOLS AND
THE ESTIMATED VALUE OF THE LOTS AND BUILDINGS,
SEPTEMBER 1, 1883.

School.	LOCATION OF SCHOOLS.	Estimated value of lot.	Estimated value of buildings.
High ..	Eagle street, corner Steuben and Colum- bia streets.....	\$25,000	\$130,000
No. 1.	810 South Pearl street..	8,000	8,000
No. 2.	218 State street.....	10,000	8,000
No. 5.	206 North Pearl street.....	8,000	27,000
No. 6.	105 Second street.....	6,000	25,000
No. 7.	56 Canal street.....	1,000	8,000
No. 8.	157 Madison avenue.....	7,000	18,000
No. 9.	Corner South Ferry and Dallius streets..	3,000	8,000
No. 10.	182 Washington avenue	12,000	8,000
No. 11.	409 Madison avenue	10,000	40,000
No. 12.	Corner of Washington avenue and Robin street.....	20,000	30,000
No. 18.	Corner Broadway and Lawrence street...	8,000	30,000
No. 14.	70 Trinity place.....	6,000	30,000
No. 15.	Corner of Herkimer and Franklin streets,	10,000	60,000
No. 17.	Corner Second avenue and Stephen street,	3,000	15,000
No. 18.	Madison avenue, cor. of Western avenue,	5,000	3,500
No. 19.	54 Canal street.....	1,000	4,000
No. 20.	Corner North Pearl and North Second streets	2,000	20,000
No. 21.	658 Clinton avenue.....	6,000	30,000
No. 22.	Second street, west of Lexington avenue,	4,000	20,000
No. 23.	140 Second street.....	2,000	4,500
No. 24.	417 Madison avenue.....	8,000	30,000
No. 25.	Morton street, between Hawk and Swan streets.....	3,000	20,000
		\$162,000	\$577,000
Total value of lots.....			\$162,000
Total value of buildings.....			577,000
Total value of buildings and lots.....			\$739,000

ANNUAL REPORT
OF THE
COMMITTEE ON EXAMINATIONS.

ALBANY, *June 4*, 1883.

To the Board of Public Instruction :

In conformity with the rule of the Board, the Committee on Examinations submit this, their Annual Report :

During the year the various departments have been the subjects of formal written, and informal oral, examinations by the Superintendent of Schools. The impression made by these examinations and their results will be made known as usual by Superintendent Cole, in his annual report to the Board.

In addition, five written examinations, under the direction of this committee, of the graduating or "A" classes in the Grammar Schools have been held. Question papers on the various subjects taught in these classes were prepared with great care, and the results, as shown by the table accompanying this report, are highly satisfactory. The slovenliness and great want of neatness which characterized the work of many pupils in former years, have led your committee to make the mechanical execution of the papers a subject for marking ; and it is gratifying to notice that in nearly all the schools a great improvement in this respect is manifest.

An encouraging advancement in essential points is more and more evident each succeeding year. The conditions for good and successful teaching are : well-constructed and well-furnished school buildings ; properly graded schools ; courses of study carefully prepared and

adapted to the wants of the pupils ; and, above all, skillful teachers and efficient supervision. With reference to the first condition — that of well-constructed and well-furnished school buildings — we are able to say, that while much remains to be done, yet a great deal has been effected in the last few years. The erection in 1871 of school No. 15, was the inauguration of a new plan of building school edifices in this city. This was the first in which the system of separate rooms was adopted. Its success was so decided that, since that time, nine others have been built, all on the same general plan, but with such modifications as experience has suggested. Seven have been altered, conforming to the same pattern as nearly as their original construction would admit. The building of another will soon be commenced, when only four of the old style will remain. Modern appliances for the successful prosecution of school work have been introduced. The course of study has been carefully revised and in many respects improved. With very few exceptions the teachers are competent, zealous and faithful ; and, in point of ability and success, will compare favorably with those of any other city. Of course, in so large a number there will be found much difference in qualifications, some being superior in scholarship, others in management and discipline. The personal qualities of teachers are the most important factors in impressing the minds of pupils. Gentleness, firmness and tact, contribute more to the highest success than the ripest scholarship or strictness of discipline. As regards the supervision to which our schools are subjected, we believe that our principals are, as a class, most competent and thoroughly devoted to their profession, zealous and desirous to raise to the highest point of efficiency the schools committed to their charge. As most of the principals have held their positions for many years, it is reasonable to conclude that the good condition and high efficiency of the several schools must be largely attributed to their efforts. The

Superintendent of Schools also possesses, and has exercised with much discretion and wisdom, a powerful influence in supervising and directing the operations of these institutions.

It cannot be said with truth of our schools, what is so often asserted of others, that undue attention is given to certain branches of study to the neglect of others. Arithmetic and grammar demand, and are entitled to, more time than other studies. Arithmetic in particular being a more difficult, and, to boys especially, a most important study, calls for the greatest amount of ability and labor which the teacher has to bestow. It may be a question whether, in this study, too many topics are not taught; whether it would not be wise to drop out some of the least useful processes, giving more time and attention to those of greater practical importance. In grammar the tendency of the day is to give up, in a large measure, the technical and analytical portions of the study, and to substitute therefore synthetic methods. In geography, less attention is now given to the petty details, such as the situations of insignificant places, rivers, etc., and more to the general features of a country, its commerce and manufactures, the nature of its productions and its relations to other countries. In such studies pupils acquire with immense difficulty the small and useless details which they forget with the most astonishing facility. In fact it is too often the case that these studies are taught as if to be able to answer all the questions in the text-books was the great end of education. Teachers should always remember that the object of school training is to enable pupils to educate themselves. The limited time for which the great majority of children are able to attend school forbids the success of the attempt to instil all manner of knowledge into their minds. All that a teacher can reasonably expect to do is to *start* the pupil on the road to learning, to cultivate a taste for reading and study, and a habit of observation which will lead in the future to constant acquisitions of knowledge.

It must be apparent to all who think upon the subject that good and efficient teachers are absolutely essential to the success of schools. All other conditions being fulfilled, failure may be predicated with certainty if the teacher be incompetent. It ought, therefore, to be a matter of conscience with all of us to exercise the utmost discretion in the selection of teachers to fill vacancies. It is not enough that the applicant has a certificate ; all that this signifies is, that the recipient has studied certain subjects and has acquired a certain amount of knowledge concerning them. It does not, and cannot, certify to the possession of other more desirable qualities. We ought invariably to be actuated in the appointments which we make, by considerations which relate to the welfare of the schools, and not be influenced by sympathy with the need of the applicant or a desire to comply with the wishes of personal or political friends.

Never have the schools of Albany been more deserving of popular support than at present. It can be said with truth that most of the school buildings are comfortable, convenient and well ventilated ; that the teachers are more competent than the average of private school teachers who are required to pass no examination, and in many cases betake themselves to teaching because they can earn a living in no other way.

It has been usual to confer diplomas on the best scholars in the graduating classes, and your committee therefore offer the following resolution and recommend its adoption :

Resolved, That the Committee on Examinations is hereby authorized to procure not more than fifty diplomas, to be awarded to those scholars in the graduating classes of the Grammar Schools who have been distinguished for their scholarship and good deportment.

GEORGE B. HOYT.
JOHN H. LYNCH.
JAMES M. RUSO.
CHARLES E. JONES.

TABLE
OF EXAMINATIONS OF "A" CLASSES IN GRAMMAR SCHOOLS, 1882-83.

SCHOOL.	Number of pupils.	AVERAGE OF FIVE EXAMINATIONS OF "A" CLASSES.							Average of six studies, Arithmetic, Language, &c.	Rank.
		Arithmetic.	Language.	Geography.	History.	Spelling.	Penmanship.	General execution.		
No. 2.	20	88.88	84.15	84.12	87.24	90.06	87.84	86.02	85.477	4
No. 5.	10	75.43	82.23	77.38	77.84	88.48	80.34	83.64	79.915	11
No. 6.	40	85.53	83.13	79.67	85.87	91.80	88.90	87.56	84.757	6
No. 7.	8	73.00	82.54	80.15	84.62	86.80	81.02	87.94	80.459	9
No. 8.	15	86.24	76.46	75.96	80.13	89.07	81.33	83.56	81.485	8
No. 10.	15	76.00	72.00	70.45	72.71	87.12	80.61	88.02	75.861	13
No. 11.	60	85.95	85.41	88.84	88.76	91.29	86.49	87.82	86.637	1
No. 12.	25	84.90	83.23	84.10	92.90	88.41	87.65	90.88	86.165	3
No. 13.	13	75.37	73.75	74.97	80.48	86.90	81.90	85.16	77.811	13
No. 14.	24	82.82	80.12	77.25	85.92	87.55	86.45	90.68	82.756	7
No. 15.	40	84.55	79.23	81.36	88.78	98.01	88.19	90.16	84.863	5
No. 20.	8	77.76	73.82	77.52	84.87	88.55	87.77	86.70	80.106	10
No. 21.	16	84.05	84.05	87.59	88.61	91.20	88.84	89.52	86.492	2
		81.12	79.97	79.57	84.48	89.25	84.71	87.36	83.522	

ANNUAL REPORT
OF THE
SUPERINTENDENT OF SCHOOLS.

ALBANY N. Y., *September 3, 1883.*

To the Board of Public Instruction:

GENTLEMEN.—I have the honor to submit this my Sixth Annual Report upon the condition, progress and needs of the public schools of this city.

ATTENDANCE.

The prediction was ventured in my last report, that the attendance on our schools during the next year would exceed any number previously attained. During the months of September and October there seemed to be no doubt of the fulfilment of the prediction. In September, the average attendance reached the unprecedented number of 9985; in October, it was 9924, and all the indications were that the average for the year would be from four to five hundred greater than that of any previous year. During the month of November, however, epidemic diseases raged among the children of the city to a remarkable degree; nor did they wholly abate for several months. The disease most prevalent was measles; although there were many cases of scarlet fever and diphtheria. For November, the number of cases of sickness reported from all the schools was 5829; in December the number reported was 3741; in January 5703; in February 2699; and in March 3699. The figures thus reported for November, December and January were largely in excess of those given for corresponding months in the previous

year. It must not be inferred that all of the large number thus reported were seriously ill. All cases arising from colds, headaches or other slight illnesses, which were sufficient to detain children at home for a day or two, are included. Discounting such cases and the duplications made by the absence of the same pupil several times during a month, at fifty per cent, there still remains an extraordinary amount of absence caused by epidemics, and by the withdrawal of pupils whose parents feared contagion. In December the average attendance dropped to 8284, being 485 less than the lowest point reached during the preceding year. From that date the monthly average attendance slowly improved, reaching 9069 in March; but it was impossible for our attendance to recover entirely from the staggering blows it received in the fall and winter, so that the average for the school year, 9059, falls 291 below that of last year. The registered number for the year was 13914, seventy less than last year. The average membership was 9833, a loss of two hundred thirty-five. The per centage of attendance compared with the total enrollment was 65; compared with the average membership, 92; exactly the same figures that were reported last year.

The experience of this year shows the hazard attending predictions; we will, therefore, only express the hope that no such disastrous occurrences will mark the history of the attendance on our schools during the coming year, as blasted our late high expectations.

SCHOOL CENSUS.

As no actual census of our school population has been taken for some years, we are dependent upon the periodical enumerations made by the national and state authorities for any exact knowledge of the number of our residents of legal school age. These enumerations occurring but once in five years, we are compelled to estimate any increase or decrease for the intermediate years. The

census of 1880 made our school population 35500. Our estimate for the present year, based upon the attendance on the schools during the fall months, before the epidemics above referred to had depleted our ranks, gives a total of 35855. When it is recalled that the legal school age in this state extends from five to twenty-one years, it will be seen that the 13914 who attended the public schools, and the 5000 who are in private, academical and parochial schools, embrace fifty-five per cent. of the school population. Compared with other localities in this State, this is a favorable exhibit. Practically the school age extends from five to sixteen years, since only about six hundred children above the latter age attend our schools. Upon such a basis the number of attendants would be about ninety per cent. of the total, or within five or six per cent. of the highest point reached in cities of other States whose limits of school age are those last assumed. The appointment of truant officers to aid in the enforcement of the compulsory education act, might bring into our schools the three or four hundred children who are wandering through the streets, and in whom the seeds of vice and ignorance are rapidly fructifying; but such action is not now recommended; not because its importance is not felt, but because the Board has need of all the means at its disposal for the erection of buildings in order to properly accommodate those who stand ready to attend without compulsion. Still, it is thought that the Board should be looking forward to the not very distant day, when the provision of ample school room will no longer constantly exhaust its resources, and when attention can be given to the enforcement of the statutes compelling the attendance of every child upon some school.

TARDINESS AND HALF-DAY ABSENCES.

Subjoined to this report will be found a table giving a comparative statement of tardiness and half-day absences

for the past five years. An examination of that table will show that our schools have steadily improved both in punctuality and regularity of attendance. While we regard these as potential elements in the promotion of the efficiency of our schools, and in the formation of individual character, we look upon them as a *means* and not as an *end*. We will, therefore, while not relaxing our watchfulness, be content should our records in future years show no retrogression.

The more important facts are exhibited in the following table :

YEARS.	Half-day absences.	Cases of tardiness.	Per cent. of tardiness.	Decrease in half-day absences.	Increase in half-day absences.	Decrease in tardiness.	Decrease of percentage.
1879 ..	111,063	42,170	2.3	.....	.....	.....	.....
1880 ..	118,084	24,227	1.8	.....	6,971	17,948	1.0
1881 ..	121,249	12,145	.6	.....	8,215	12,082	.7
1882 ..	110,651	9,851	.5	10,598	.....	2,794	.1
1883 ..	106,156	9,152	.4	4,495	.....	199	.1

N. B.—The per centage is based upon the average attendance.

These figures fully vindicate our belief that the increase in half-day absences, which for two years accompanied the diminution in tardiness would cease when pupils and parents had been induced to coöperate with the teachers in their efforts to promote regularity and punctuality of attendance.

ATTENDANCE OF TEACHERS.

Had all the teachers been present every day there would have been in all 47900 days of attendance. Of this number, 813 days were lost by the regular teachers. The per cent. of absence was $1\frac{5}{16}$ or $\frac{2}{16}$ less than last year. The average loss of time was three and one-third days. These absences, under the rules, entail no expense in money to the city, as the deductions for absences are sufficient to pay the cost of substitution. There were sixty-three cases of tardiness, of which fifteen are charged

to one person, who served but three months, and who declined a permanent appointment, having become convinced of her want of qualification for the teacher's vocation. Altogether our corps of teachers is entitled to great credit for their regular and punctual attendance, too often given at the expense of their strength and health.

THE RECESS QUESTION.

A trial of nearly two years has confirmed the belief that the disuse of the time-honored but wholly unessential mid-session recess, has tended to the well-being of the schools in their mental, moral and physical relations.

The extended discussion of this theme presented last year attracted considerable attention from the newspaper and educational press. Both favorable and unfavorable comments have been made. While it is unnecessary to go over the whole ground again, the positions taken by an eminent educational writer, in the columns of a prominent paper devoted to school matters, seem to demand some notice. This writer founds his whole argument against our plan upon the false assumption that no mid-session recesses mean no intermissions. He admits that our shortened hours somewhat compensate for the lack of a recess; but fails to note the provisions we have made for intermissions. Ignoring the facts that we give the pupils of the first three years in school a ten-minute recess during each session, that the widest liberty of individual recesses is given, and that between succeeding school exercises, teachers are enjoined to give a whispering recess, with freedom of physical movements, besides the regular calisthenics, he argues that our plan must result in mental and physical evils. It is to be presumed that the writer had not been fully informed as to the details of our plan, for these details fully answer and controvert all the objections raised in his essay. Wherever the mid-session recess has been abolished, with all the precautions which we have taken, the plan has met

with almost unqualified approval. Until we can be convinced that its disuse is harmful by actual experience, and not by theoretical arguments, we certainly will not resume a practice which we know to be fraught with multifarious evils.

EXAMINATIONS.

Besides some two hundred personal visits of inspection and examination of the condition of classes and of the work and methods of teachers, the Superintendent has tested the scholarship of all the grades twice during the year by means of written exercises. These tests occurred at the close of each semester, in January and July, and were conducted in a similar manner to those described in previous reports.

The subjoined table, collated from the reports of the Principals, sets forth the condition of our schools as to scholarship in a form easily understood :

TABLE

SHOWING THE COMPARATIVE RESULTS OF THE WRITTEN AND ORAL EXAMINATIONS HELD IN THE SEVERAL SCHOOLS DURING THE YEAR.

STUDIES.	Excellent.	Good.	Fair.	Bad.	Total classes examined.
Reading	236	32	1	2	271
Arithmetic	170	88	12	1	271
Geography	118	36	3	....	157
Spelling	242	32	....	1	275
Language	120	33	4	....	157
History	17	13	2	....	32
Music	207	48	9	1	265
Drawing	164	42	19	....	225
Penmanship.....	142	27	1	....	170
Totals ..	1,416	351	51	5	1,823

The whole number of classes examined exceeds that of last year by 216, the increase arising mainly from the fact that all the classes in reading were examined in June on

a plan and for the purposes which will be hereinafter described. The number of *excellent* classes, compared with the number last reported, has increased by 370, and 236 of these being classes in reading, a *net* increase is left of 134. The number of *good* classes has decreased by sixty-one, the difference going to swell the number of *excellent*. The *fair* classes show an increase of seven; while the number of *bad* remains the same, viz., *five*. These results are wholly satisfactory, and evince a steady progress in the work to which our schools are devoted.

The discussions of the separate branches of study which follow are predicated upon the reports of the several Principals and the personal observation of the Superintendent.

READING.

Especial attention has been given during this year to practice in reading at sight. In order to stimulate effort in this direction, it was determined to add reading to the subjects of the semi-annual examinations and to make the standing of each pupil in reading of equal value with that in other studies, in determining promotions. The Regents having added reading at sight to their other requirements for preliminary certificates, the Superintendent heard all the pupils of the Ninth-Year Class read, and marked them according to his judgment of their proficiency. All the classes below the Ninth-Year were tested in like manner by the Principals of the several schools. The stimulus given to the reading classes by these examinations was quite noticeable. Teachers, especially those of the higher grades who had slighted the exercise of reading, began to devote more time and effort to this study, as soon as they found that their work was to be closely criticised, and, as a matter of course, the reading of their classes rapidly improved, and this was accomplished without neglecting or infringing upon the time assigned to other subjects.

Knowing that proper progress in all other subjects,

especially in Geography, History and Language, depends largely on the ability of pupils to read intelligently the text of the books placed in their hands, and finding many who are hindered by their inability to so read, the Superintendent submitted to the Principals an amended and somewhat enlarged course in reading. After considerable discussion, it was agreed that our course was too restricted for the needs of the pupils. Accordingly, two additional books were inserted in the course for regular class work, with the approval of the Board, viz. : the Third Advanced Reader of the Franklin Series, heretofore used as a sight reader only, and Monteith's Popular Science Reader. It is believed that the latter book, which will be read in the last half of the Sixth and the first half of the Seventh Year, will prove useful by enlarging the vocabulary of pupils, and, by bringing under their observation many scientific facts and explanations of familiar physical phenomena, will prepare them, better than hitherto, to take up the more advanced portions of the other text-books in the course. The daily exercises in sight, and the frequent opportunities for silent reading already provided will not be interfered with or diminished by this re-arrangement of the course in reading. In addition to the magazine "Our Little Ones," which has proved so useful in our primary grades, teachers generally furnish, from their own stock, magazines, newspapers and appropriate books, which are lent to pupils for the purpose of encouraging them in acquiring the habit of silent and thoughtful reading. It would be well, should the condition of our funds permit it, to subscribe for at least one magazine like the St. Nicholas, for use in the higher grades. Twenty copies would furnish one for each school having pupils of sufficient maturity to appreciate and profit by their reading.

It is recommended that the teachers of all First Year classes in reading hereafter omit the attempt to teach *phonics*. The experience of the past five years has con-

vinced me that the teaching of these elements is not founded upon sound principles and is an obstruction to the progress of the child in learning to read.

SPELLING.

The majority of our teachers have abandoned the practice of "oral" spelling, and many have given up the dictation of mere *lists* of words, and use complete sentences only, in all their spelling exercises. The reasons for these changes in method have been so fully set forth in previous reports that it is unnecessary to dwell upon them now. Suffice it to say that in the lower grades where the methods alluded to have been more carefully and conscientiously practiced, the results attained have been excellent. Rarely, now, does any class of the three first years fall below ninety per cent in spelling, at the semi annual examinations. In the higher grades, where the old spelling-book plan has been adhered to, far less proficiency is shown. The spelling of the higher grades is by no means bad; but it is believed that were more natural methods of instruction used, they would give more satisfactory results.

Three hundred twenty-nine of our pupils were examined at the Regents' test in June last. Two hundred fifty of these spelled correctly the number of words required. While the list of words presented was somewhat more difficult than usual, and the number who passed will probably compare favorably with that of other localities, still the number who passed is fifty-four less than last year. It would seem that there should not have been so large a falling off, especially as the Regents' lists of words are decidedly easier than those in daily use in our Ninth-Year Classes.

ARITHMETIC.

An important modification of our course in Arithmetic has been approved by the Board and will be put into use in September next. Hereafter the work in numbers in

the primary grades will be founded upon the general principles of what is known as the Grube method, modified to suit the rapid progress towards practical work so essential to that great majority of our pupils who can give no more than four or five years to school. The leading features of this method, based as it is upon objective development as opposed to the rote-memorizing of abstract numbers, are so well understood that it would be idle to discuss them fully. It will suffice to say that although the method proposed had met with universal approval among those who make the subject of education a constant study, we did not determine to adopt it until some two years of trial in several classes had convinced us of its superiority. Proceeding from the known to the unknown, from the particular to the general, by natural and simple steps, the pupils are led forward by a process apparently slow, but really of great rapidity, to a complete knowledge of the properties of numbers. We may safely assert that pupils will progress farther in two years than they have hitherto in three, when proceeding upon the rote and memorizing plan.

Several of our teachers have adapted themselves to the requirements of the new method with perfect success, and there is no doubt that all who will now be obliged to conform thereto will do as well, although they may meet with some difficulty in entirely throwing aside some habits of instruction ingrained by years of use.

A primary arithmetic made on the plan of the natural development of numbers has been placed in the hands of every primary teacher, and although it does not quite meet our ideas of what such a book should be, it will serve as a general guide in the daily work, until a more satisfactory hand-book can be obtained.

It must be understood that the new course does not contemplate the use of any text-book by the pupils. For the first four years the instruction in numbers is wholly oral.

When, however, a text-book *is* placed in the hands of scholars, it should be such a one as will supplement the work already done and lead the scholars consecutively to the more advanced portions of the subject. The antiquated text-book now used does not fulfil these conditions, and it is to be hoped that as soon as a book which meets our requirements can be found, the Board will direct its adoption in place of one which is obsolescent in form and matter, if it is not already obsolete.

The examination of the Ninth-Year Class upon the Regents' questions in arithmetic, resulted quite satisfactorily. Two hundred fifty (250) of our pupils fulfilled the requirements—twenty-four (24) more than last year. The semi-annual examination of the other grades gave an average of eighty-nine (89) per cent., which is five (5) per cent. higher than the attainments of the previous year.

GEOGRAPHY.

In the last report, in speaking of this subject, the following words were used: "Better *teaching* of geography, it is thought, is now done than ever heretofore; this is especially true in the lower grades, where the teaching is almost or entirely *oral*." This commendation applies equally to this year's work; particularly as to the latter statement. Wherever teachers have freed themselves from the toils of text-books, the classes have made ample progress. The oral instruction of Third-Year Classes is assuming a form which tends to a natural and intelligent development of the subject. In the fourth year, some of our teachers have preferred to continue a course of oral work instead of confining the class to the rigid lines of the primary geography. These classes have been noticeable for intelligent grasp of the subject. The more advanced classes, that is, those which use the Grammar School Geography, are also well conducted, being in charge of teachers of considerable experience who readily separate the chaff from the wheat of the text-book. In

those classes in which the primary geography is closely followed the results are not commensurate with the labor bestowed. The commendation passed upon the oral lessons alone, in last year's report, of course, meant, by implication, that the text-book work was not worthy of as high praise. This year's experience shows a similar condition, and the cause of this partial failure has been sought for carefully. After considerable investigation and mature deliberation, the conclusion has seemed inevitable, that the trouble rests largely with the form of the text-book, and this criticism applies not only to the particular one which we use, but to all primary geographies made upon the same plan.

We begin our lessons in geography in the only proper way of opening any line of study, that is, by building the knowledge structure upon the sure foundation of familiar facts, and then leading the pupil to complete the edifice by adding new materials drawn largely from his own observation. The process continues naturally and steadily until suddenly the pupil is confronted by a text-book which proposes to guide him in a far different way. He is now asked to memorize a great number of definitions, often expressed in unfamiliar language, which conveys little or no meaning to his immature mind, and then to test his understanding of the things defined, by applying them to equally unfamiliar conditions of matter as presented on maps or charts. No wonder the pupil is balked in his progress, and equally no wonder, what has hitherto been a delightful study, appealing every day to his active curiosity, becomes dry and distasteful drudgery — mere task-work.

Now, one of the two methods outlined must be wrong in principle. The one proceeds from the known to the unknown, from the concrete to the abstract, from particulars to generals. The other reverses these processes. There can be no two sides to this matter. The first is clearly the only one which deserves recognition as a method.

Unless, then, primary geographies, constructed upon correct principles and offering stronger inducements than well engraved and prettily colored maps, be offered for use in our schools, it will be well to consider whether much more cannot be done for our primary pupils by continuing the oral instruction upon a plan consistent with correct principles of teaching, until they reach the senior grades. It will be observed that the views advanced here are entirely consistent with the statement quoted at the beginning of this topic, for it can be truly reiterated that the *teaching* of geography is better than in the past, especially in classes where the instruction is *wholly oral*.

Two hundred sixty-two (262) of our Ninth-Year pupils passed the Regents' examination in geography this year — twenty-three less than last year. The other classes averaged eighty-seven per cent. at the written examination in June. The primary schools in which the instruction is mainly oral, averaged ninety-two per cent. and the other schools eighty-five.

LANGUAGE.

The changes made in the course of instruction in language have been in the details rather than in the general plan of the work laid out. It has been well said by Prof. Marcius Willson: "The great error in our systems of instruction is the prevalent idea that we should view every subject as a completed science, — that we should then reduce the science to its so-called elements and begin our teaching with these. What we now call the elements of a subject are the expressions of its general truths, the final results, the few general principles which science has deduced from a large collection of facts after the structure has been completed; and as neither national nor individual culture begins with these elements, so they should not first be presented to children."

In the study of a *dead*, a *completed* language, the principles of which are fixed and unalterable, it is well to

begin with the elements which the research of ages has determined to be primal, and by gradual approaches to master the science of the tongue studied ; but in learning a living language, whose chief characteristic is its constant tendency to change, whose form and structure are subject to the dictates of usage — that *norma jus loquendi* from which there is no appeal, and which has made the English of to-day so widely different a thing from the English of Chaucer or even of Shakespere — a radically different course must be pursued. It is only necessary to appeal to the consciousness of every speaker or writer to get the ready admission that none of whatever facility in the use of language he may possess, came from the study of English Grammar as pursued in our schools. No, we must learn to write and to speak correctly as a child learns to talk, by constantly repeated imitations ; and accordingly as the models we follow — and we do follow the models presented to us by our every day companions, whether they be books or men, implicitly, though perhaps unconsciously — are good or bad, so will our writing and speaking be good or bad.

The important thing, then, in our guidance of children towards the acquirement of ease and correctness of expression — the early fixing of habits of usage in language that so soon become a second nature — is to see that from the earliest moment in school-life, every spoken or written sentence that comes under their observation be correct and even elegant. That this shall be done must be made the constant care of every teacher. The pupil watches the movements and imitates the words and actions of his teacher to a far greater extent than the teacher is perhaps ever conscious of. Let the teacher never speak incorrectly himself nor permit an incorrect expression of a scholar to pass unheeded, and we will see and hear such forms of language from our scholars, as would honor even “a well of English undefiled.”

To attain such a result or as close an approximation

thereto as mortals prone to err can attain, is the design of our reconstructed course in Language, and the arrangement of its details is such that if faithfully carried out we can make marked improvement upon the work of the past. It is believed that while in this course, even in the more advanced grades, the science of grammar will be constantly subordinated to the art of expression, the pupils will nevertheless be made really better grammarians than heretofore.

While the text-book in English Grammar and Composition, heretofore used, is not mentioned in the course of study, its use is to be permitted in any of the Eighth or Ninth-Year Classes, at the discretion of the teacher. As long as we use the Regents' questions as a test for admission to the High School, so long must we prepare our scholars for an examination in technical grammar; unless by some happy inspiration the questions should be largely confined to practical tests of ability to use correctly the language which our children are studying and must daily employ.

At the last Regents' examination, two hundred seven (207) passed in Grammar, being forty-nine (49) less than last year, and eighty-one (81) less than two years ago. At the June semi-annual examination, the Language classes averaged eighty-seven (87) per cent. on a more difficult, but more practical set of papers than those offered by the Regents.

HISTORY OF THE UNITED STATES.

All the classes in American History, examined by the Superintendent, upon the basis of the text-book now in use, were marked *excellent*, except two, which were ranked as *good*. Of the Ninth-Year Classes, which were tested by the Regents' questions, two were ranked as *excellent*, eleven as *good*, and two as *fair*. The *excellent* classes in this study outnumbered those of last year by four. The inference is a fair one, from this result, that

the change of text-books made last year was a wise one. In the last report, the test-paper offered by the Regents was criticised at considerable length. Much of the same line of criticism will apply to the paper given this year; but upon the whole, it is by no means an unfair one. The questions are evidently prepared, however, for scholars at least two years older than our pupils average at the time of admission to the High School. The Regents classify American History as an *academic* study, and with propriety adjust their test to the somewhat mature academic scholars who, throughout this State generally, participate in the advanced examinations. They cannot be asked to lower their standard which is certainly none too high to meet the conditions of average academic classes in this subject. To subject our comparatively young pupils to this test is manifestly unfair to them and to their instructors. The result does not justly represent the work done in American History in our schools. We are sure, from other tests, that the instruction given in History is as good as in any other branch pursued in the schools. It is suggested, therefore, that the candidates be examined for admission upon a paper prepared so as to determine their proficiency and still keep in view their age and the character of their instruction. In this way both teachers and scholars will be spared the humiliation of what we know are only *apparent* failures. In order that the pupils may undertake the Regents' paper while fresh from the study, it is also suggested that the examination in History for admission to the High School take place a week or two before the date of the Regents' Examinations. These papers can then be examined and marked; and on the day appointed by the Regents, their test-papers can be submitted to the candidates as heretofore. This plan will remove all the objections urged against the use of the Regents' paper in History, and still retain the advantages now gained from an examination of scholars who have just completed their course in the study.

PENMANSHIP.

Last year ninety-seven (97) classes were marked *excellent* in penmanship; this year one hundred forty-two (142) classes were given that rating. This sufficiently evidences the rapid improvement we are making in this important art. No change of plan has been made; but it is thought that added experience has enhanced the skill of our instructors. The fact that penmanship is made an equal factor in determining promotions with other branches, supplies all the stimulus needed to lead all concerned to praiseworthy effort.

DRAWING.

The mere presence of the more than three thousand citizens who attended the exhibition of Drawing on Decoration Day attests the strong hold the pursuit of art has already taken in our schools. The day was wisely chosen; for very many, released from business cares and their usual avocations, were glad to give an hour or two to the viewing of our scholars' art-work, who could not have been drawn from their labors upon ordinary week days.

The exhibition was by far the finest yet given by our schools. Its superiority consisted largely in the greater range of work shown and the finish of its execution. Heretofore, while the drawings have been sufficiently meritorious, there has been a monotony in the general effect of the exhibition which was rather palling in its influence on the visitors. This year, the large variety as well as the general excellence of the drawings, elicited considerable enthusiasm among the throngs that viewed them. The universal plaudits which met the ear on this occasion fully compensated our energetic and skilful drawing master for the many hours of labor and anxiety he had given to the preparation of the classes which finally produced work so creditable to themselves and their instructors.

The Committee appointed to award the Lynch Art Medal

reported at the Commencement Exercises of the High School that while they had hesitated for some time before they could decide the respective merits of two of the drawings submitted in competition, they had finally decided that, as the medal was offered for the best specimen of *industrial* drawing, Miss Susie H. King was entitled to the prize. The Committee feeling that the other drawing in question was of such superior merit as to deserve more than ordinary commendation, presented, on their own account, another gold medal to Miss Alice M. Hotaling who had produced the drawing which had called forth this evidence of their high appreciation.

Both of these medals were presented to the young ladies mentioned in a well-timed and graceful speech, by James F. Tracey, Esq.

That our work in the department of drawing compares favorably with that of other localities is shown by the following awards made at the competition for prizes offered by the Dixon Crucible Company this year, viz. :

ORIGINAL DESIGN.

Miss Bessie A. Grindrod, School No. 6, first prize, twenty dollars.

Miss Bessie A. Grindrod, School No. 6, fifth prize, six dollars.

REPRODUCTION FROM COPY.

Susie H. King, High School, ten dollars.

Alice M. Hotaling, High School, ten dollars.

May Shanks, High School, ten dollars.

Belle Hawkins, High School, artist's case of lead pencils.

Alexander Selkirk, High School, artist's case of lead pencils.

Millie Jones, School No. 10, artist's case of lead pencils.

Fred Tuckerman, School No. 14, artist's case of lead pencils.

It is certainly creditable that Albany should be awarded nine out of the seventy-five prizes competed for by hundreds of drawings sent from all parts of the Union. Our drawing master and the Committee in charge of this department feel, nevertheless, that these achievements are but the beginnings of the art-career of our schools, and

bespeak for the department the same hearty support it has always received at the hands of the Board.

MUSIC.

The new program arranged by the Committee on Music and the Musical Director had been in successful operation for seven months, when all connected with the schools were saddened by hearing that our director had been attacked by a sudden and severe illness, and within a few days our sadness was turned into deepest grief by the announcement that the esteemed teacher and beloved friend was no more.

This was no common loss; for during his fifteen years of service in our schools Thomas Spencer Lloyd had so endeared himself to teachers and pupils that each one felt that he had been bereaved of a personal friend.

Of the worth of Mr. Lloyd's professional services it is not necessary to speak. Albany has possessed no other such thorough musical scholar and versatile musician and composer. The musical world is familiar with the tender melodies, the grand symphonies and the glorious chants that emanated from his poetic brain.

Mr. Lloyd's connection with our schools began as instructor in the High School alone, in 1868. At the opening of the next school-year, September, 1869, the charge of the department of Music in all the city schools was intrusted to him. From that time until the day of his sudden illness, he labored unceasingly to raise the standard of attainment in his beloved art among our pupils. By a gradual but progressive process, he finally eliminated all mere rote or memorized singing from the course and established a system of thorough instruction in the theory of music, combined with constant voice-culture, that at the period immediately preceding his death was producing such results as called forth the strongest expressions of admiration even from those who were disposed to criticise unfavorably the teaching of music in our schools.

The feeling of the Board upon the merits of Mr. Lloyd's instruction and the sense of the loss sustained by his death is attested by the following report, adopted April 16, 1883 :

"ALBANY, *April 16, 1883.*

"To the Board of Public Instruction :

"It has become the sad duty of the committee having charge of the department of music, to announce to the Board, the death of Thomas Spencer Lloyd, for many years the director of the study of music in our schools.

"In September, 1868, Mr. Lloyd took charge of vocal music in the newly organized High School, and at the beginning of the following school year, at the unanimous and unsolicited request of the Board, he assumed the direction of that branch of instruction in all the public schools. From that day until his last brief illness, a period of about fourteen years, Mr. Lloyd gave the best efforts of his untiring and versatile talents to the development of a good musical taste and a widespread knowledge of his beloved art among the thousands of children attendant upon his instruction.

"About six years ago, the plan of instruction in this department was modified so as to give special prominence to the science of music. Although the new departure entailed additional and severe labor upon the director, he undertook the work with cheerful enthusiasm, and, seconded by our faithful and energetic corps of teachers, produced such excellent results as have called forth the strongest praise from competent, and in some cases, even prejudiced critics.

"Aside from the high encomiums which your committee is moved to utter upon the eminent professional usefulness of Mr. Lloyd, whose works of genius will sing his praises long after his personality has faded into forgetfulness, your committee wishes to bear the warmest testimony to his worth as a man. No stronger evidence of the esteem in which he was held by those with whom he was in daily contact can be adduced than the throngs of friends and pupils, chiefly from the public schools, who crowded the aisles and filled all available space during the funeral services, and who had patiently stood, for hours, in their anxiety to pay their last tribute of respect to a departed friend.

"Your committee feels that the schools of Albany have suffered a serious loss in the death of Mr. Lloyd, whose faithful and well-directed labors have made a permanent impress upon the system in which he was so important a factor. Your committee, therefore, thinks it befitting and requests that this brief recital of the sentiments of the school authorities be spread in full upon the minutes of the Board.

"JOHN H. LYNCH.

"HENRY W. LIPMAN.

"SAM'L TEMPLETON."

By none, except his own family, was the death of Mr. Lloyd so keenly felt as by those who were his almost daily companions in school-work. He was accustomed to consult with your Superintendent every week concerning the special interests of his department, and it is a pleasant though sad privilege to testify to his earnest devotion to the duties of his vocation. His eminent professional ability and his peculiar success in holding the attention of a class, and by pure will-power and a forceful presence, in carrying large groups of singers through the mazes of the most difficult music, made him singularly well fitted for the position he so long and so ably filled. But by those with whom he was brought into daily and intimate contact, his gentle yet manly character will be best remembered. Incapable of working an injury upon another, he possessed a most uncommon and charming confidence in the general goodness of mankind, which was but the reflection of his own guileless and simple character. To him the poet's characterization of the ideal man :

"Integer vitæ scelerisque purus,"

applies with peculiar fitness.

The sentiments of his co-workers in our schools are set forth in the following expression adopted with heartfelt unanimity at a meeting of the Grammar School Principals:

"The death of Thomas Spencer Lloyd, late director of music in the public schools of this city, is to us an irreparable loss and a subject of profound sorrow.

"Endowed by nature with musical genius of superior order, possessing excellent judgment, studious inclinations and indomitable perseverance, he not only succeeded in attaining a high position as a composer and a performer, but in achieving the most gratifying success as a teacher. Master of his subject himself, he set a high and exacting standard of attainment before his pupils; yet he always allotted their task with considerate regard to their age, capacity and circumstances, and was withal so slow to find fault, so quick to bestow merited commendation, so obliging, kind and courteous in his intercourse, alike with pupils and fellow teachers, that he will ever be held by both in grateful and affectionate remembrance.

"Although assembled as educators for the purpose of paying a tribute of respect to the memory of a beloved professional brother, we cannot, as men, refrain from expressing our admiration of his character as displayed in all the other relations he sustained in this community. The record of his life as citizen, husband, father, companion, friend and neighbor; of his usefulness, his integrity, his industry, and his successful devotion to his chosen profession, is a volume to which his friends can refer with pride, and which may be commended to all as abounding in examples worthy of imitation.

"We will affectionately cherish his memory, and fondly indulge the hope that he, whose life was devoted to the ministry of that delightful art which contributes so largely to the joy of earth, and which is, by a universal instinct, associated with the most enlightened conceptions of Heaven, has entered into the enjoyment of a blissful immortality.

"To the members of his stricken family we extend our heartfelt sympathy and invoke for them the most abundant consolation.

"A. F. ONDERDONK,

"J. L. BOTHWELL,

"ALMON HOLLAND,

"LEVI CASS,

"THOMAS O'BRIEN,

"Committee."

The system of instruction established by Mr. Lloyd, was so firmly implanted and so well understood and carried out by all the teachers, that the work in this department was successfully maintained to the close of the school year without the assistance of a new director. The June examination in the theory of music showed only a slight falling off in the per centage obtained ; and that diminution is accounted for by the fact that the questions were prepared upon the basis of the directions given in the Manual, which differed somewhat from the plan pursued by direction of Mr. Lloyd during the year.

It is suggested that during the coming year no director of music be employed. A more explicit outline of the course in music should be prepared and furnished to the teachers, who, it is believed, will then be able to conduct the exercises successfully. This plan will work well, provided that all newly appointed teachers are properly fitted to continue the work. This can be done economically, for, as it is necessary that a special teacher of music should be provided for the High School in the preparation of all public exercises as well as for regular weekly instruction, the same person could continue the instruction heretofore given by Mr. Lloyd, to the pupil teachers in the Teachers' Training Class, and thus keep up our supply of well-grounded teachers of the theory of music. This plan can be carried out for a small sum compared with the amount heretofore paid for instruction in music.

DISCIPLINE.

Slowly but inevitably the conviction is forcing itself upon the minds of teachers and school officers that their efforts to mold and form the characters of children by means of pressure from without, rather than by development from within, have been futile and too often even harmful. The strongest evidence of this gradual awakening to the true principles of school-government is found

in the rapid tendency everywhere shown towards the laying aside of the rod as the major factor in discipline.

Two years ago 1236 cases of corporal punishment were reported from our schools. Last year there were 677 cases reported, and this year only 336. This decrease of about fifty per cent. per annum, if continued, will soon wipe out, without resort to official repression, a custom as revolting to the best impulses of humanity as it is useless and futile of good effects. The day is rapidly passing away when our children are to be regarded and treated as criminals past reformation, and that better day is dawning when the constant effort of teachers will be directed to leading them to right action by implanting and developing such motives as will tend to the construction of good character.

The highest number of cases of corporal punishment in one month last year was 103, the highest this year was 54. The least number last year in one month was 38, this year it was 9. It is hoped that next year we may be permitted to report more than one month as having passed without any resort to the rod.

Two years ago two schools reported no cases of bodily punishment; last year five schools made the same pleasing report, and this year seven schools had no occasion to use the rod, while in two others it was applied but once. May these shadows thus constantly grow less!

It has been contended by some advocates of corporal punishment that great evil would follow from its disuse through a consequent increase in the number of suspensions. Our experience shows that no such increase follows from a less frequent use of this means of discipline. In 1880-1 we had eighty-six cases of suspension; in 1881-2, exactly the same number; and this year we have had eighty-two cases. There seems, then, to be no ground for the fear expressed that suspensions will increase in number. Indeed, it is reasonable to expect, on the contrary, that when more rational methods of

discipline prevail in all the schools, the number of suspensions will decrease. It is noticeable that the school which reports the largest number of suspensions has also, with one exception, the largest number of cases of punishment, while three of the schools which report none of the latter, also report none of the former.

The resort to corporal punishment is sometimes compelled by the inefficiency of assistant teachers. Either from poverty of resources or from lack of patience, they too often apply the most stringent means of discipline to the correction of minor offenses ; so that, when a graver offense is committed, they have no severer measure to employ ; and, perforce, the culprit is sent to the principal, who, upon inquiry, finds that the teacher has already used the *dernier ressort* permitted her by the regulations, and that nothing is left for him to do, should he find it necessary to sustain her authority, but to apply the rod, however repugnant the task. Were assistant teachers more careful to mete the punishments they inflict in proportion to the gravity of the offense, and to try a series of milder measures before attempting the heroic remedies which admit of no gradation, they would seldom be forced to appeal to higher authority for support.

At our Teachers' Training School, the pupil teachers are enjoined to practice such methods of government as will preclude the use of corporal punishment, and when the full influence of the principles there inculcated is felt throughout the schools, it is believed that this custom will be consigned to the realms of tradition. It speaks well for the good influences of our teachers to be able to report a decrease of 113 in the number of cases of truancy, although the total, 537, is much larger than we would like to record.

PROMOTIONS.

The publication of the tables giving the number of promotions made by each school has produced the salutary effect intended.

The whole number of promotions — there being at least two opportunities for promotion during each year — this year was 19117 or 186 per cent. of the average membership — 9833 — or in reality 95 per cent. from a possible 100, an improvement of nine per cent. upon the general result of last year. While fifteen schools fall somewhat below the average, only a few are so low as to call for special attention. The lowest per centage is 103. On account of this failure and for other reasons affecting the well-being of the school, the Board refused to re-elect the principal reporting this meagre result. Two other schools fall below 150 per cent. of promotion. The causes of these palpably insufficient results will be inquired into. It is hoped the cause lies in some clerical error in making the report, rather than in failure to advance pupils who are prepared for promotion.

ADMISSION TO THE HIGH SCHOOL.

Three hundred thirty-six (336) candidates were examined for admission to the High School this year — four more than last year. Three hundred twenty-nine (329) of these were from our own schools and seven (7) from private or parochial institutions. Certificates of admission were granted to two hundred ninety-nine (299). Thirty-two of the thirty-seven refused admission were from ours, and five from private schools ; that is, ninety per cent. of our pupils succeeded and thirty per cent. of those from other schools.

Two hundred fifty-two (252) candidates met the requirements of the Regents' test in arithmetic ; two hundred sixty-four (264) in geography ; two hundred nine (209) in grammar ; two hundred fifty-two (252) in spelling, and eighty-six (86) in American History.

One hundred fifty-two (152) Regents' certificates are claimed.

The general average of our scholars in the leading subjects of the examination, is as follows :

Arithmetic	81.4
Geography	83.9
Spelling	90.2
Grammar	78.1
American History	60.3
Penmanship	87.5

No change in the conduct of this examination is recommended, except the one fully set forth in the discussion of the topic of History.

GRAMMAR SCHOOL CLOSING EXERCISES.

No lovelier day ever smiled upon a happier company of three hundred youth than Thursday, the twenty-eighth of last June. The recurrence of this fête day had been looked forward to with joyous anticipations for weeks by those who were to receive from approving officials the testimonials which bore witness to their meritorious work as pupils of the Grammar Schools.

The stage was adorned with many-hued and fragrant flowers ; the addresses were crisp, cheery and congratulatory ; the choruses were inspiring ; and when the proud recipients of diplomas and certificates filed across the platform, and passed off adorned with tiny bouquets, all who witnessed the beautiful scene rejoiced at the sight of the beaming, exuberant happiness that pervaded those "shining morning faces."

The program of the exercises is appended :

PROGRAM.

CHORUS	"Greeting Song."
PRESENTATION OF CLASS	Principal JAMES L. BOTHWELL.
ADDRESS TO THE SCHOLARS	President ALDEN CHESTER.
RECEPTION OF CLASS	Principal JOHN E. BRADLEY.
CHORUS	"My Own Dear Father-Land."

PRESENTATION OF CERTIFICATES OF SCHOLARSHIP.

GEO. B. HOYT, Esq., Chairman of the Committee on Examinations.

CHORUS "Dare to Do Right."

ADDRESS TO THE TEACHERS..... Commissioner JAMES M. RUSSO.

CHORUS "Drift on, My Bark."

AWARD OF CERTIFICATES OF ADMISSION TO HIGH SCHOOL.

CHORUS "My Country 'tis of Thee."

HIGH SCHOOL.

The registered number of pupils attending the High School this year was 586—an increase of 6. The average daily attendance was 527—an increase of 17. The monthly average for September was 562, for June 492. Seventy-six (76) students were graduated. The class just admitted numbers 299. Should the 416 pupils belonging to the school after deducting the graduates, and the whole of the new class, attend in September, the total would reach 715. But past experience has shown that a considerable number of the old pupils will not return, and that many of the newly admitted will not join the school. Probably fifteen per cent. of the full number will not appear, thus leaving a total for next year of about 600. For this number the building has ample room.

Members of the Committees on Examinations and the High School attended the oral examinations in January and June. Their opinion of these exercises and of the general conduct of the school has already been reported to the Board. Your Superintendent listened to many of these examinations, and made, during the year, a number of special visits to the regular recitations, and he is glad to say that thorough and satisfactory as has been the work of this school in the past, he believes this year has been the most fruitful of its existence.

The strongest testimony that can be adduced of the permanent good performed by this institution, is the esteem in which its eight hundred graduates are held by this community. The friends and promoters of this school

point with pardonable pride to the many men and women of its Alumni who are occupying positions of usefulness, honor and trust. We are especially proud of the presence of two of our High School graduates in the Board of Public Instruction.

The Commencement Exercises this year were attended by the usual throng of intelligent and appreciative citizens, and were of the usual high and interesting character.

The details pertaining to this year's work of the High School will be found in the accompanying able and exhaustive report of its Principal.

TEACHERS' TRAINING CLASS.

The Board and all interested in the well-being of the rising generations of this city—and who of our citizens would willingly be excluded from these?—are heartily congratulated upon the successful establishment of our Teachers' Training Class. No such important enterprise, fraught with far-reaching influence for good, has been undertaken by the Board since the founding of the High School.

It is now well recognized that a training department for the instruction of those who are to become the teachers in a system of graded schools, together with an opportunity to put the principles inculcated into practice under the direct supervision of experienced teachers, is as essential to the production of skilled instructors who will be able to give a full return in services for the wages paid by the public, as is the hospital to the production of skilled physicians and surgeons. Indeed, the relation of the Training School to the High and Normal Schools is exactly that of the hospital to the medical colleges. It molds into practical form, ready for every day use, the knowledge and the principles acquired in the schools.

Who can regard a medical student fresh from the college, no matter how thorough his theoretical preparation may be, as being as well-fitted to enter his family and take

charge of precious lives, as he who has supplemented his college course by a year or more of observation and practice in the wards of a crowded hospital? The public well understands the difference and rewards the better prepared physician accordingly. High and Normal schools and colleges and universities furnish our coming teachers with full opportunities to acquire the needful literary and theoretical knowledge. The Training School fits them to put their theories into practical use, so that when they are intrusted with the molding of the minds, and to some degree the morals of our children, our future citizens and rulers, they are prepared to take immediate and intelligent charge of the high trust, and are not compelled to acquire their skill and experience at the expense of those whom they are paid to benefit, not to be benefited by.

It would seem as if such plain propositions would meet with universal assent from all who believe in the maintenance of public schools. It is only fair to say, at this juncture, that whatever opposition has been made to the establishment of the Training School, has been based entirely upon the question of expense. All who have looked into the matter are ready to admit the great usefulness, if not the absolute necessity, of the department.

Nor did those who opposed us seem disposed to object to the modest expenditure which the school would entail during the present year. They did, however, express the fear that, in the future, what seemed to be now a trifling sum compared to the great good accomplished, might be swollen with the growth of the public school system to some enormous and burdensome amount. Basing their argument upon such false analogies as the well-known fact that, in the past, public buildings and parks and other enterprises often had cost as many hundreds of thousands as their projectors had promised that they should tens, they created visions of expense in the future history of the training school which can never be aught but the figments of imagination.

It needs but a few words to show how absolutely limited the Training School is by the conditions of its plan; in the possibility of exceeding a very moderate expenditure. In the first place, no building will ever be required for this special purpose. We shall always use some regular school for the practice work, and all other exercises being at an hour when the children are absent, the same or any school building will furnish the room required without expense. In the second place, neither special apparatus nor special text-books are required. We use the apparatus provided for the primary classes, and the instruction by the conductor of the class is in the form of lectures and familiar talks. A blank note book for each pupil teacher, a ream or two of foolscap and a few printed blanks for the use of critic teachers, comprise all the stationery required. The salary of the conductor and possibly that of one extra teacher, should the class increase in size, will constitute the only other items of expense that can possibly occur; the critic teachers being those who are now employed and whose salaries remain the same as heretofore, and who would be employed and paid if the training school did not exist.

The expenses for the Teachers' Class for this year were as follows:

Salary of conductor.....	\$700 00	
Printing, supplies, blank books, etc	83 35	
		<u>\$783 35</u>
Deduct difference between Miss Crannell's former salary (\$600) and the amount paid the teacher employed to fill the vacancy (\$350)..	\$250 00	
Also amount received through the Regents of the University for instruction of Teachers' Class.....	250 00	
		<u>500 00</u>
And the net expense of the school was	\$283 35	
Average cost of instruction of the thirty-seven pupil teachers belonging during the year.....	\$7 65	<u><u></u></u>

This full statement and explanation is here given for the information of the well-meaning but evidently misinformed gentlemen who have hitherto opposed the establishment of the Training School through an innocent misapprehension of its purpose and cost.

It should be borne in mind that this class has not been established for the purpose of giving professional training to its individual members, but wholly and entirely for the benefit of the children they will be called upon to instruct, and in order that the public may get the intelligent and fruitful service for which it pays, and which can be procured in no other way so economically and surely. That the members of the class do get special professional training is a mere incident and not the purpose of its establishment.

The fact that during the coming year the Board will be enabled to conduct this class not only without *any* expense but that it may become a source of income, as will be explained farther on in this discussion, must wholly disarm those who have so far continued to object to its maintenance. The Board received a courteous note from a gentleman of this city last fall, asking that the opinion of legal authorities be obtained as to the right of the Board to carry on this Teachers' Class. Two opinions were asked and obtained, a written one from the city's corporation counsel, and a verbal one from the State Superintendent of Public Instruction. The first doubted the authority of the Board ; the second was clear that the work was entirely within the province of the Board. It is not my purpose to discuss this point, although it is my conviction that the latter opinion is the correct one. In this conflict of opinion, the Board deemed it best to apply to the Legislature for such special legal authority as would remove the matter from the region of doubt. A bill for that purpose was introduced in, and promptly passed by, the Assembly ; but owing to the opposition of those who were fearful that the class might grow into

an expensive affair, although they freely admitted its undoubted usefulness and its present small cost, the bill never emerged from the committee room of the Senate. Meanwhile, upon application of the Board, the Regents of the University designated the High School as one of the institutions of the State for the instruction of teachers. This placed the class upon an unquestioned legal basis during the remainder of the school year. It not being certain that this appointment could be obtained every year, and the Board being unwilling, of course, to continue the class while there was doubt as to its legal *status*, it was feared that the class must be discontinued until the Legislature gave more explicit authority. At this point a happy solution of the difficulty offered itself, which permits the continuance of the class without expense to the city and thus removes any pretext even for opposition. The Principal of Primary School No. 24 announced her intention of resigning in order to bestow her hand upon a worthy gentleman of this city. Whereupon Miss Crannell, the conductor of the Teachers' Class, offered, should the Board deem it proper, to undertake the duties of the position thus vacated, and to carry on the Teachers' Class also without pay beyond the salary heretofore paid for the services of the Principal. The Board gladly accepted the proposition and has elected Miss Crannell as Principal of School No. 24.

Thus it will be seen the continuance of the class is provided for absolutely without expense. Indeed, should the High School be again designated to conduct a Teachers' Class by the Regents, the class will become a source of income probably to the same amount as was received this year.

The Teachers' Class was organized in October last, and continued its sessions until the middle of June. The class numbered thirty-eight (38) at the outset; but, during the year, seven obtained positions as teachers and four dropped out for various reasons, leaving twenty-seven

(27) who participated in the final examinations, and who will receive licenses to teach in our schools. The class was conducted upon the general plan detailed in last year's report, though some variations, suggested by experience, were found beneficial.

An important feature of the plan is the record kept by each critic teacher, giving her estimate of the comparative value of the practice work done by the pupil teachers in her presence. Each critic marks the members of the class upon the following distinct points :

Method of Instruction; Power of Questioning ; Power of Control ; Manner ; Voice ; Language (used and accepted); Neatness (Desk, Blackboard, Person); Punctuality ; Animation ; Originality.

The marks are reported to the conductor of the class who enters them in a permanent record book for future reference. As these reports embody the opinions of several wholly disinterested persons, they must give a quite accurate exhibit of the qualities of each member of the class. It is thought that this record, which will be accessible to officials only, will prove of special value to members of the Board who may have appointments to make.

The work done during the year is fully described in the following extract from the report of Miss Crannell :

" The instruction for the year has been as follows :

" 1. Subject-matter in Reading and Phonics, Writing, Music, Drawing, Civil Government, School Economy and U. S. History for those members of the class who had not passed the Regents' Examination in that study.

" 2. Methods in Reading, Spelling, Writing, Geography, Language, Music, Drawing, History and Object Lessons.

" 3. In addition to the lectures and recitations, each of the young ladies completing the course, has given lessons in her own class upon assigned subjects, and has taught several weeks in the primary department of School No. 15. The whole of this practice work was done under the supervision of the method

teacher, while that in the primary training school was also carefully observed and criticised by the regular teachers of the classes.

"In this, the first year of the Training Class, there have been many unavoidable difficulties in the way of complete success, yet I cannot but feel that we have every reason to be satisfied with the results attained.

"At the beginning of the year, most of the class were either indifferent or averse to the work required of them; this feeling, I am happy to report, gradually gave way to a deep and earnest sense of the importance of normal training, and the young ladies, with but few exceptions, have heartily co-operated with the teacher in every respect.

"If we have succeeded in arousing the class to a proper sense of the great responsibility of the profession, and infusing in them that enthusiasm, without which success rarely crowns any effort, as well as some knowledge of the correct principles and methods of instruction, we may rest satisfied that our work has not been in vain; this, I trust, has been accomplished.

"Experience has demonstrated that in our profession, more than in any other, perhaps, theory and practice should go hand in hand. The actual teaching done by the members of the class in the Primary Training School has been the important feature of the course, and one which will especially conduce to future success in their chosen field of labor."

Next year the superior facilities of School No. 24, as a field for observation and practice — there being twelve primary rooms instead of the six at No. 15 — will permit a much longer period of preliminary observation and a correspondingly larger amount of actual practice in the school-room.

COURSE OF STUDY.

Reference has been made in the discussion of several of the preceding topics to an amended course of study. The consideration of what changes could be made in our general plan of work with advantage, occupied the attention of the Superintendent and the Grammar School Principals during the majority of their monthly meetings for con-

sultation and discussion during the past year. Whatever radical changes were proposed were talked over freely and considered deliberately, and those which were finally adopted were approved with unanimity. The more important departures from the former course have been fully described in preceding pages of this report. The changes in the courses in Reading and Language will admit of immediate use, and will go into effect at the beginning of the next year. Those proposed in the course in Number are of such a nature as to require gradual introduction. The dozen or so First and Second-Year classes which were started on the new plan will be able to continue the same; but those which were started in the old way must continue in the same paths. All newly formed classes will, of course, be expected to conform to the new requirements. The amended course was duly reported to the Board in June, referred to the appropriate committee, and was adopted at the last meeting of the Board in July, upon the recommendation of the Committee.

This action necessitates the revision of the course of study as printed in the Manual, and since a Committee of the Board is now engaged in revising the by-laws and general regulations, and as it happens that the last edition of the manual is entirely exhausted, it is recommended that a new edition be printed as early in the coming year as practicable.

SCHOOL PROGRAMS.

There is no portion of the organization of a school upon which its success depends more than the daily program; and perhaps there is no one thing which teachers as often fail in arranging upon such principles as conduce to the best interests of their pupils. The making of the program is certainly the province of the principal; yet every teacher should be able to form a judgment as to the working value of the program assigned. The inability

of some to exercise such judgment has been evident in several cases which came under my observation this year. During a visit at one of our schools, I observed that the first exercise was in arithmetic. One-half of the class worked at the blackboards, while the other half worked the same problems upon slates at their seats. This continued for forty minutes. At its close the class seemed weary, and it was evident that the time given to one subject was much too long. I gave an involuntary sigh of relief when the teacher gave the signal for a change. I asked what the next subject might be, and, to my utter bewilderment, was told it would be arithmetic; but that the pupils at the blackboards would change places with those who had been working on slates, and that this work would go on for another forty minutes. Eighty consecutive minutes given to the most exhausting subject on the list! I passed immediately to another room and found exactly the same state of affairs. In perfect astonishment I sought the Principal, and asked what it meant. He was as much surprised as I, and informed me that these teachers had been told to give eighty or ninety minutes *during the day* to the subject of arithmetic; but that they were making a continuous exercise of that length, he did not know; and, of course, he would see that they desisted from the use of such an absurd program. Now, if these teachers had clearly understood the proper arrangement of a program they never would have made so egregious a blunder.

In forming a daily program, the first thing that a teacher should note is that, under our present schedule, her daily work begins at twenty minutes before nine in the morning, and continues until half-past eleven; is resumed at five minutes before one, and closes at half-past three o'clock. Every second of this time belongs and must be given to school work alone. To the conscientious and successful teacher, the twenty minutes before the bell strikes are invaluable. She always finds

plenty to do. The blackboards must be cleared ; the erasers cleaned and placed in position ; the crayons distributed ; the slates arranged ; the chart placed in readiness ; the number-table set in order ; apparatus for object and other lessons placed where the hand can rest upon them instantly when they are wanted ; backward pupils must be assisted ; the absentees or tardy scholars of yesterday looked after ; in fine, she never has a moment too much in which to prepare for the day's work.

Every program should start thus :

8.40-9.00 A. M.— Get *ready* for work ! and

12.55-1.15 P. M.— Get *ready* for work !

Next, the teacher should see that the length of each exercise is properly proportioned to the age and advancement of the pupil.

During the First and Second Years *no* recitation should occupy more than *fifteen* minutes, while some need take no more than *ten*. From the Third to the Fifth Years, inclusive, the time for each lesson should not exceed *twenty* minutes. From the Sixth to the Ninth Years, inclusive, no exercise should continue more than thirty minutes. Indeed, I believe, it would be wise to extend this last limitation through the High School course. I am satisfied from personal experience as a teacher in High School grades, from observation and from the testimony of scholars, that more real progress will follow from a crisp lively exercise of thirty minutes than from the forty-five minutes now given.

As far as the limitations above set for primary programs are concerned, most teachers will readily acquiesce ; but many will plead for longer recitations for the Grammar and High School classes, upon the ground that these classes are so large in numbers that each scholar cannot recite every day. To the Grammar School teachers I would say, if thirty minutes be too few for your exercises in Arithmetic or Reading, give two recitation hours to each of these subjects, one in the morning, the other in

the afternoon. To the High School teachers I would suggest that thirty minutes recitations will give six exercises a day, instead of five, and thus permit smaller divisions to be made, and more pupils to recite every day than do now. A gain of one recitation a day means five additional hours for each teacher; or, with the present corps, eighty recitation hours a week. The adoption of this plan would give immediate relief by permitting a subdivision of eight or ten burdensomely large divisions.

The trouble with our programs is not that too much time is given every day to Arithmetic or Geography; but that the dose given at once is too large for assimilation, and the mental stomachs of our children too often are nauseated and weakened by too long sustained efforts. High School pupils, bright, earnest students, have assured me that the last fifteen minutes of the ordinary recitation hour are generally "flat, stale and unprofitable." Why not make these exercises of such length that interest will not flag? Thirty minutes will prove none too short for effective work.

Finally, the program should be arranged with reference to giving to the daily lessons such a pleasing variety as will be restful and yet stimulating by the very act of changing from one kind of work to another. The transitions should be sharp and well-defined, so that the tendency to mental weariness may be turned into renewed activity; Number might well succeed Reading, and Music, Number. Work closely related in matter or character should be separated by some wholly dissimilar lesson. A lesson in Penmanship should not follow a written exercise in any subject; nor should History succeed Geography. If cognate subjects must sometimes adjoin, let the work be oral and written, alternately, on succeeding days.

The foregoing suggestions, while dogmatic in form, are not intended to be dictatorial. They are founded on what are believed to be correct principles well calculated

to produce that gradual and symmetrical development of the child-mind which is the end we are seeking.

PREPARATION OF WORK.

A college professor, whose former pupils rise up every day and call him blessed, said once, that although he had been teaching the same subjects for more than thirty years, and every line and word of the text-books he used were "familiar as household words," he never entered the class-room without being able by previous study either to bring out something new, or to present the old in a new and more impressive form. If this experienced teacher finds the daily preparation of his work so essential, how much more imperative is the necessity that our young instructors fully prepare the lessons they place before the immature and budding minds they are helping to develop! Yet some of our teachers never think of looking at a lesson until the class is before them. Besides the imperfect presentation of the lesson which must follow from this lack of preparation, there results also a loss of time which may not unjustly be characterized as sinful.

That young teachers do not appreciate the importance of constant and careful preparation of school work, is shown by the following circumstance :

A pupil of the Training School, the conductor of which had impressed upon the class the paramount necessity of complete preparation for every day's work, was sent to substitute for a few days in a large Grammar School. The Principal, who has had charge of the school for nearly thirty years, relates that at the close of the first day he observed the substitute passing out with an armful of books. He asked her, pleasantly, what she was proposing to do with all those books. She replied, as if it were a matter of course, "I am going to get ready for to-morrow's work." He told her to go ahead, and assured her she was on the direct road to success in teaching. After relating the occurrence, the Principal

remarked: "That was the first time in all my experience that a substitute was known to make any preparation for the next day without being directed to do so." May this exception soon change to a rule!

It is suggested that our Principals may compel daily preparation of lessons by their teachers, by requiring them to set down every day in a note-book, the amount and kind of preparation made; the note-book to be subject to inspection by the Principal or any supervising officer.

TEACHERS.

Two hundred forty (240) teachers were employed by the Board this year — seven (7) more than the previous year. The additional teachers were assigned as follows: One to the High School, one to No. 8, one to No. 17, one to No. 21, two to No. 23, and one to the Training School. These additions to the force were required by increased attendance, except in No. 17, where another teacher became necessary because the Principal was made supervisory, and relieved from constant class work. Two hundred seventeen (217) of the teachers are women and twenty-three (23) men. The former number has increased eight (8), and the latter has decreased one (1). One hundred twenty-one (121) are graduates of the High School; fifty-nine (59) of Normal Schools; fourteen (14) of colleges and the remainder, forty-six (46), were educated at various academies and seminaries.

Twenty-two (22) new appointments were made during this year, an increase of six (6). A change of nine per cent. in the *personnel* of so large a corps as ours should not materially affect its effectiveness, and when, as soon must be the case, all the new appointees are chosen from those who have had the advantages offered by the course in the Training School, the deterioration caused by these changes will be greatly lessened.

Viewed as a whole, our teaching force may be justly regarded as a well-trained and efficient body. Enthu-

siasm and devotion to duty mark the efforts of nearly all, and correspondingly good results follow their endeavors.

Besides the death of Prof. Lloyd, in April last, heretofore mentioned, the ranks of our teachers were broken during the vacation by the death of Margaret A. Overton, of School No. 11, and Mary E. Rooney, of School No. 13. Miss Overton had taught with fidelity and success for four years, while Miss Rooney had been employed but one year. The death of these estimable women will be mourned by a large circle of personal friends, among whom none will be more sincere mourners than their pupils and associate teachers.

TEACHERS' MEETINGS.

The usual monthly meetings of the Grammar School Principals were held during the year. The majority of these meetings, as stated before, were devoted to the discussion of proposed changes in the course of study. A paper of great interest was read by Principal E. E. Packer, upon School-Room Manners. At the request of all who listened to its first reading, Mr. Packer read the paper to all the teachers of our schools in the chapel of the High School. At the solicitation of many persons, this excellent essay will be published in the Annual Report of the Board for the current year.

A few gallant spirits among our women teachers feeling that if conference and discussion strengthened the men, it would also help them, established a series of monthly meetings at which papers on educational topics were read and discussed. A valuable paper on School Government by Miss Crannell, of the Training School, was felt to be so full of wise suggestions that a city paper published it in full, for the benefit of those teachers who did not attend its reading, as well as for the information and edification of the general public. Although at times discouraged by the comparatively small number of teachers who attended their meeting, these earnest women, who are notably

among the best and most successful of our teachers, have determined to continue their meetings, believing that such an association must eventually become a powerful lever in elevating and strengthening the profession of which their sex forms the great majority. It is to be hoped that next year they will be encouraged by the presence, at their meetings, of many more of their fellow-workers.

Occasional grade meetings were held during the year, all of which are believed to have been as profitable as they were certainly attractive and interesting. Although the great necessity which existed a few years since for these meetings is rapidly passing away through increased familiarity with improved methods on the part of all our teachers, yet until the Training School has made its full impress, we will continue to hold them as often as we may have new processes to exhibit.

The following table will show the character of each meeting held this year:

GRADE MEETINGS.

DATE.	Grade.	Subject Illustrated.	Conducted by
Nov. 29	First year ...	Drawing ..	Miss Walker, School No. 24.
Feb. 16	First year ...	Number....	Miss Barry, School No. 15.
Feb. 16	First year ...	Number....	Miss Maddock, School No. 17.
Feb. 21	Second year..	Reading ...	Miss Zeitler, School No. 23.
March 9	Third year ..	Number....	Miss Pultz, School No. 2.
March 16	Fourth year ..	Climate ...	Miss Bogardus, School No. 25.
March 30	Fifth year ...	Language..	Miss Graham, School No. 15.

In conclusion, permit me to congratulate the Board upon the completed work of another successful and prosperous year; to thank all the members of the Board for their hearty support and kind forbearance, and to assure the principals and teachers that their earnest co-operation, without which any efforts of mine would avail little, will be borne in grateful remembrance.

CHARLES W. COLE,
Superintendent of Schools.

TABLE

SHOWING THE ATTENDANCE OF PUPILS IN THE PUBLIC SCHOOLS, FOR THE YEAR ENDING JUNE 30, 1883.

SCHOOLS.	NUMBER ENROLLED.			Average daily attendance.	Average membership.	Per cent. of attendance on number enrolled.	Per cent. of attendance on average membership.	Number of sittings.
	Boys.	Girls.	Total.					
High School ..	208	888	586	527	589	.90	.98	607
No. 1	196	168	359	226	244	.68	.98	312
No. 2	220	228	448	314	337	.70	.98	350
No. 3	112	100	212	121	135	.60	.90	200
No. 4	75	68	143	75	81	.56	.98	80
No. 5	170	189	359	212	228	.58	.98	292
No. 6	356	448	804	587	623	.73	.94	674
No. 7	173	125	298	164	188	.55	.90	270
No. 8	344	316	660	366	401	.65	.90	448
No. 9	111	98	209	117	130	.59	.90	210
No. 10	208	190	398	266	285	.70	.94	338
No. 11	344	392	736	546	563	.75	.94	686
No. 12	588	480	1,018	729	777	.74	.94	786
No. 13	251	329	580	351	386	.61	.91	524
No. 14	631	551	1,182	772	833	.67	.98	928
No. 15	504	608	1,107	755	817	.70	.98	944
No. 16	45	47	92	55	60	.62	.92	136
No. 17	330	272	602	375	407	.62	.92	448
No. 18	108	87	195	84	94	.48	.90	168
No. 19	195	145	340	198	207	.57	.98	224
No. 20	290	265	555	350	362	.63	.92	616
No. 21	395	397	792	579	622	.74	.98	764
No. 22	279	308	582	334	412	.57	.81	504
No. 23	206	248	449	260	292	.81	.89	300
No. 24	468	380	848	506	559	.60	.91	576
No. 25	152	171	323	168	187	.53	.91	448
Train'g School.	....	87	87	27	29	.73	.93	87
Totals.....	6,904	7,010	13,914	9,059	9,838	.65	.92	11,840

STATEMENT
OF THE AVERAGE NUMBER OF PUPILS IN ATTENDANCE EACH MONTH DURING THE YEAR ENDING
JUNE 30, 1883.

SCHOOLS.	Sept. 1882.	October.	November.	December.	January, 1883.	February.	March.	April.	May.	June.	Average monthly attendance.	Average membership.	Percent. of attendance.	No. of teachers.	Average No. of pupils to each teacher.	Average membership to each teacher.
High School.....	563	561	549	559	514	513	510	500	496	498	581	539	76	15	38	34
No. 1.....	233	216	236	234	215	235	230	230	235	235	236	244	93	2	23	41
No. 2.....	340	338	307	275	290	331	333	323	310	295	326	337	93	4	28	49
No. 3.....	144	140	140	130	99	107	108	115	111	107	130	135	89	7	45	34
No. 4.....	68	68	79	73	67	74	76	75	73	64	75	81	89	4	33	24
No. 5.....	231	239	319	198	196	307	305	314	291	311	313	234	93	3	36	41
No. 6.....	665	638	609	561	555	564	574	573	559	553	566	626	94	6	47	36
No. 7.....	173	164	158	135	150	154	173	170	158	160	164	183	90	14	27	45
No. 8.....	373	368	361	354	348	358	377	353	354	353	365	401	90	9	41	31
No. 9.....	123	134	106	98	108	113	117	119	134	135	117	130	90	4	23	33
No. 10.....	279	275	268	283	318	321	364	335	377	376	363	335	94	7	33	41
No. 11.....	595	595	571	590	519	576	550	538	508	508	546	563	94	14	39	43
No. 12.....	774	771	680	630	685	743	734	741	718	718	739	777	90	11	33	46
No. 13.....	384	401	383	304	314	365	364	346	333	337	346	396	90	17	23	35
No. 14.....	813	835	793	760	776	800	783	755	751	715	773	838	93	19	41	44
No. 15.....	643	601	765	739	733	793	763	734	705	697	724	817	93	19	40	43
No. 16.....	63	63	55	43	47	53	53	55	55	54	56	60	93	3	36	30
No. 17.....	435	414	373	327	354	376	371	368	350	337	363	407	90	9	40	45
No. 18.....	105	106	73	53	61	73	66	85	100	103	83	94	94	8	27	31
No. 19.....	316	315	314	193	191	181	165	191	187	186	193	303	93	8	37	53
No. 20.....	396	402	331	330	336	344	337	351	350	346	350	363	93	4	43	43
No. 21.....	647	631	537	530	531	568	530	591	571	576	578	632	93	14	41	44
No. 22.....	451	450	406	390	351	377	394	373	361	346	373	413	90	6	43	46
No. 23.....	396	395	335	198	251	346	358	353	335	336	349	393	90	9	43	49
No. 24.....	590	590	590	590	440	503	470	495	525	526	519	593	90	6	39	43
No. 25.....	196	189	179	163	169	164	172	171	168	166	175	187	93	13	30	37
Training School.....	31	31	38	36	35	36	36	37	36	36	37	39	93	1	37	39
Totals.....	9,968	9,984	9,051	8,384	8,457	8,904	8,981	8,089	8,849	8,793	9,099	9,533	93	336	38	41

TABLE
SHOWING THE ATTENDANCE BY PERIODS OF TWO MONTHS EACH, AND THE NUMBER AND TRAINING OF
TEACHERS IN EACH SCHOOL, DURING THE YEAR ENDING JUNE 30, 1883.

SCHOOLS.	Less than two months.	Two months, less than four.	Four months, less than six.	Six months, less than eight.	Eight months, less than ten.	Ten months.	Men teachers.	Women teachers.	Total.	College graduates.	High School graduates.	State Normal graduates.	Academies or select schools.	State certificate.
High School.	7	26	35	30	263	234	10	10	20	7	6	4	3	1
No. 1.	31	56	39	45	196	70	1	6	6	1	2	1	1	1
No. 2.	18	47	33	50	112	178	1	6	7	1	2	1	1	1
No. 3.	36	59	33	45	70	13	1	4	4	1	2	1	1	1
No. 4.	27	31	31	37	37	13	1	2	2	1	2	1	1	1
No. 5.	38	21	44	63	74	61	1	5	6	1	5	1	1	1
No. 6.	40	64	65	99	311	216	1	13	14	1	7	1	1	1
No. 7.	38	53	50	90	38	53	1	5	6	1	3	1	1	1
No. 8.	89	101	60	68	104	238	1	8	9	1	6	1	1	1
No. 9.	34	49	30	27	38	48	1	4	4	1	2	1	1	1
No. 10.	36	49	47	57	130	70	1	6	7	1	2	1	1	1
No. 11.	35	57	61	90	180	245	1	13	14	1	7	1	1	1
No. 12.	53	129	96	164	271	301	1	16	17	1	12	1	1	1
No. 13.	65	96	94	89	160	71	1	10	11	1	5	1	1	1
No. 14.	136	156	105	151	363	367	1	18	19	1	11	1	1	1
No. 15.	85	152	111	147	367	245	1	18	19	1	9	1	1	1
No. 16.	13	19	9	16	25	11	1	3	3	1	6	1	1	1
No. 17.	32	58	88	124	154	61	1	9	9	1	3	1	1	1
No. 18.	33	41	36	36	154	61	1	3	3	1	2	1	1	1
No. 19.	63	53	36	43	90	30	1	4	4	1	1	1	1	1
No. 20.	41	53	54	73	178	91	1	8	9	1	4	1	1	1
No. 21.	75	75	63	98	208	199	1	13	14	1	13	1	1	1
No. 22.	44	73	76	98	199	116	1	9	9	1	6	1	1	1
No. 23.	60	78	63	64	151	116	1	6	6	1	4	1	1	1
No. 24.	81	55	46	89	178	113	1	13	13	1	8	1	1	1
No. 25.	80	133	136	138	241	113	1	5	5	1	3	1	1	1
No. 26.	53	43	44	56	105	13	1	13	13	1	3	1	1	1
Training School.	8	6	1	17	10	1	1	5	6	1	1	1	1	1
Totals.	1,314	1,835	1,563	2,008	5,890	3,943	33	317	340	14	131	59	46	10

TABLE

SHOWING THE REGISTERED NUMBER AND AVERAGE DAILY ATTENDANCE OF PUPILS FOR EACH YEAR SINCE 1856.

YEAR.	Number of schools.	Registered number.	Increase over previous years.	Decrease.	Average daily attendance.	Increase over previous years.	Decrease.
1857	12	6,529	.....	.....	2,654	.....	.....
1858	13	7,760	1,231	.....	3,181	527	.....
1859	13	7,883	72	.....	3,418	237	.....
1860	14	8,395	463	.....	3,793	375	.....
1861	15	9,182	787	.....	4,314	521	.....
1862	15	9,614	432	.....	4,463	149	.....
1863	15	9,507	.....	107	4,531	68	.....
1864	15	8,917	.....	590	4,207	.....	324
1865	15	8,850	.....	67	4,239	82	.....
1866	15	8,924	74	.....	4,340	51	.....
1867	15	8,880	.....	44	4,373	33	.....
1868	15	9,414	534	.....	4,817	434	.....
1869	16	9,665	251	.....	5,021	204	.....
1870	16	9,983	269	.....	5,489	468	.....
1871	22	10,939	1,006	.....	6,179	690	.....
1872	24	12,060	1,121	.....	6,991	812	.....
1873	24	12,327	267	.....	7,088	97	.....
1874	25	12,460	133	.....	7,095	7	.....
1875	25	13,773	1,313	.....	7,340	245	.....
1876	24	13,941	1,618	.....	7,928	588	.....
1877	24	14,412	471	.....	8,564	566	.....
1878	25	14,024	.....	388	9,076	488	.....
1879	26	14,633	608	.....	9,193	117	.....
1880	26	14,049	.....	583	9,175	.....	18
1881	26	13,976	.....	73	8,986	.....	189
1882	26	13,984	8	.....	9,350	364	.....
1883	26	13,914	.....	70	9,059	.....	291

T A B L E
SHOWING THE AGES OF PUPILS IN ALL THE SCHOOLS, AND THE NUMBER PURSUING EACH STUDY
PRESCRIBED FOR THE GRAMMAR AND PRIMARY SCHOOLS.

SCHOOL.	Five years of age.	Six years and under ten.	Ten years and under fifteen.	Fifteen years and over.	Reading.	Spelling.	Writing.	Arithmetic.	Geography.	Language.	U. S. History.	Declamation.	Composition.	Drawing.	Vocal Music.	Object Lessons.	Calisthenics.
High School	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
No. 1	57	946	53	538	596	596	596	596	596	596	596	596	596	596	596	596	596
No. 2	34	176	933	16	359	359	359	359	359	359	359	359	359	359	359	359	359
No. 3	30	133	60	...	448	448	448	448	448	448	448	448	448	448	448	448	448
No. 4	28	83	36	...	313	313	313	313	313	313	313	313	313	313	313	313	313
No. 5	23	143	86	...	143	143	143	143	143	143	143	143	143	143	143	143	143
No. 6	28	944	186	8	359	359	359	359	359	359	359	359	359	359	359	359	359
No. 7	...	102	516	16	504	504	504	504	504	504	504	504	504	504	504	504	504
No. 8	...	318	287	28	398	398	398	398	398	398	398	398	398	398	398	398	398
No. 9	48	190	40	...	660	660	660	660	660	660	660	660	660	660	660	660	660
No. 10	48	179	136	13	398	398	398	398	398	398	398	398	398	398	398	398	398
No. 11	...	96	613	97	736	736	736	736	736	736	736	736	736	736	736	736	736
No. 12	...	566	873	10	1,018	1,018	1,018	1,018	1,018	1,018	1,018	1,018	1,018	1,018	1,018	1,018	1,018
No. 13	48	263	256	13	590	590	590	590	590	590	590	590	590	590	590	590	590
No. 14	65	549	553	15	1,183	1,183	1,183	1,183	1,183	1,183	1,183	1,183	1,183	1,183	1,183	1,183	1,183
No. 15	67	366	637	47	1,107	1,107	1,107	1,107	1,107	1,107	1,107	1,107	1,107	1,107	1,107	1,107	1,107
No. 16	14	64	14	...	93	93	93	93	93	93	93	93	93	93	93	93	93
No. 17	43	335	285	...	603	603	603	603	603	603	603	603	603	603	603	603	603
No. 18	30	137	39	...	195	195	195	195	195	195	195	195	195	195	195	195	195
No. 19	84	183	79	...	340	340	340	340	340	340	340	340	340	340	340	340	340
No. 20	84	311	247	13	555	555	555	555	555	555	555	555	555	555	555	555	555
No. 21	31	463	350	19	793	793	793	793	793	793	793	793	793	793	793	793	793
No. 22	65	277	136	4	593	593	593	593	593	593	593	593	593	593	593	593	593
No. 23	86	230	84	...	449	449	449	449	449	449	449	449	449	449	449	449	449
No. 24	84	594	180	...	843	843	843	843	843	843	843	843	843	843	843	843	843
No. 25	56	166	96	5	333	333	333	333	333	333	333	333	333	333	333	333	333
Training School.	...	...	...	...	37	37	37	37	37	37	37	37	37	37	37	37	37
Totals....	1,066	6,230	5,643	873	13,914	13,914	13,914	13,338	6,905	10,864	1,019	3,073	4,444	13,030	13,914	8,394	8,394

T A B L E
SHOWING THE CONDITION OF HALF-DAY ABSENCES, TARDINESS, ETC., FOR THE PAST FIVE YEARS.

SCHOOLS.	1879.			1880.			1881.			1882.			1883.			* HALF-DAYS' ABSENCES.		TARDI- NERS.	
	Half-days' absences.	Tardiness.	Per cent. tardy.	Half-days' absences.	Tardiness.	Per cent. tardy.	Half-days' absences.	Tardiness.	Per cent. tardy.	Half-days' absences.	Tardiness.	Per cent. tardy.	Half-days' absences.	Tardiness.	Per cent. tardy.	Increase.	Decrease.	Increase.	Decrease.
No. 1.....	1,453	996	1.9	1,387	761	1.3	1,305	498	1.7	1,014	351	1.0	1,894	87	.18	130	64	...	...
No. 2.....	4,016	2,113	3.3	3,877	1,906	2.1	3,576	1,042	1.7	3,497	933	1.3	3,944	781	1.2	565	171	...	...
No. 3.....	1,826	773	2.6	1,827	827	1.9	1,770	594	1.7	1,779	101	.6	1,946	819	.75	...	108	...	...
No. 4.....	2,653	1,794	2.1	2,604	687	1.8	1,543	365	1.7	1,543	365	.9	2,581	355	1.19	...	39	...	...
No. 5.....	3,048	2,943	9.6	3,305	940	8.8	3,127	535	3.3	3,083	339	1.5	3,080	435	1.5	...	...	...	...
No. 6.....	4,950	3,025	4.3	5,335	1,048	2.4	4,816	1,459	3.3	4,933	367	1.4	5,297	614	1.5	...	...	...	...
No. 7.....	2,063	1,741	3.7	2,337	1,048	2.4	2,330	1,459	3.3	2,510	367	1.4	2,583	96	.06	...	...	...	...
No. 8.....	3,345	1,570	1.6	3,646	407	1.4	3,776	397	1.1	3,770	110	.5	3,435	19	.006	...	...	...	...
No. 9.....	4,963	1,904	3.9	5,190	1,941	3.1	4,949	308	1.6	5,392	355	.4	5,393	304	.4	...	...	...	...
No. 10.....	4,573	1,735	1.7	5,645	1,323	2.1	5,532	448	1.6	5,392	448	.4	5,393	304	.4	...	...	...	...
No. 11.....	5,556	2,956	3.1	6,267	2,405	1.8	6,354	1,681	1.1	7,373	349	.8	6,446	1,304	.7	...	...	...	...
No. 12.....	5,367	2,896	3.4	6,267	2,405	1.8	6,354	1,681	1.1	7,373	349	.8	6,446	1,304	.7	...	...	...	...
No. 13.....	2,000	1,453	8.8	2,838	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 14.....	2,306	1,569	4.4	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 15.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 16.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 17.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 18.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 19.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 20.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 21.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 22.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 23.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 24.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 25.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 26.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 27.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 28.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 29.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 30.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 31.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 32.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 33.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 34.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 35.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 36.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 37.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 38.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 39.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 40.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 41.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 42.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 43.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 44.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 45.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 46.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 47.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 48.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 49.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 50.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 51.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 52.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 53.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 54.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 55.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 56.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 57.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 58.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 59.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 60.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 61.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 62.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 63.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 64.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 65.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 66.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 67.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 68.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 69.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770	350	.9	3,718	11	.001	...	...	...	...
No. 70.....	2,493	1,760	3.6	2,896	463	1.4	2,817	363	1.3	3,770									

TABLE
SHOWING THE NUMBER OF PROMOTIONS IN ALL THE SCHOOLS DURING THE YEAR ENDING JUNE 30, 1883.

SCHOOLS.	First year to second.	Second year to third.	Third year to fourth.	Fourth year to fifth.	Fifth year to sixth.	Sixth year to seventh.	Seventh year to eighth.	Eighth year to ninth.	Ninth year to High School.	Graduated.	Total promotions.	Per cent. of promotions on average mem. ship.	Average mem. ship.
No. 1.....	72	69	96	15	83	83	91	86	34	...	892	140	344
No. 2.....	76	108	104	108	88	83	19	...	...	...	703	233	337
No. 3.....	66	51	37	40	38	...	...	...	...	...	247	180	135
No. 4.....	84	11	31	31	...	...	...	...	...	...	144	178	81
No. 5.....	106	83	46	37	30	25	23	21	11	...	361	136	228
No. 6.....	117	186	314	37	343	278	127	150	38	...	1,417	288	633
No. 7.....	...	...	57	140	123	43	64	60	7	...	494	270	183
No. 8.....	305	108	106	101	60	50	75	86	14	...	805	200	401
No. 9.....	83	45	30	...	...	...	...	...	...	...	194	160	180
No. 10.....	189	130	105	99	51	49	89	73	13	...	734	285	265
No. 11.....	...	...	...	383	278	266	369	239	73	...	1,503	205	593
No. 12.....	86	109	156	96	96	43	37	36	36	...	1,573	310	777
No. 13.....	187	102	167	71	100	80	71	51	13	...	791	204	386
No. 14.....	234	166	279	316	92	89	90	78	30	...	1,394	165	883
No. 15.....	176	189	225	349	184	144	109	109	33	...	1,437	171	817
No. 16.....	9	16	17	9	...	...	...	...	...	...	102	165	60
No. 17.....	265	130	113	113	108	36	...	...	...	...	744	183	407
No. 18.....	33	26	33	6	...	...	...	...	...	...	97	108	94
No. 19.....	144	74	75	...	...	...	...	...	...	...	283	143	307
No. 20.....	104	133	143	186	70	12	23	60	7	...	708	186	393
No. 21.....	81	140	135	119	43	38	40	34	17	...	1,530	246	632
No. 22.....	69	96	50	43	35	33	23	12	...	...	1,098	166	413
No. 23.....	156	106	113	103	...	...	...	...	...	...	475	163	392
No. 24.....	237	346	294	187	...	...	...	...	...	...	1,004	150	599
No. 25.....	56	80	40	10	30	7	...	...	...	...	391	137	197
High School.....	...	...	...	...	...	...	...	...	...	...	966	177	539
Training School.....	...	...	...	...	...	...	...	...	...	...	54	190	29
Totals.....	2,693	2,437	2,571	2,337	1,641	1,391	1,074	1,153	297	108	19,117	186	9,883

* Promotions occur twice a year. The promotion of every scholar would give 200 per cent. in all.
 † Individuals promoted several grades make the surplus above 200 per cent.

SPECIMEN PAPERS

OF THE

Examinations Submitted by the Superintendent of
Schools, in June, 1883.

FIRST YEAR, FIRST SEMESTER.

NUMBER.

1. Write 3, 2, 5 and 7 in Roman numerals.
2. Make one mark on your slate. Erase it. What remains?
3. Make two lines on your slate. Erase one. What remains?
4. Two marks and one mark are how many marks?
5. $2+1+2=$?
6. $2+1+1-2=$?
7. Peter made 1 line on his slate and Kate made 2 lines.
How many lines did both make?
8. I have three apples and give one away; how many have I
left?
9. $2+2+1+2=$?
10. $3+2+1-2=$?

FIRST YEAR, SECOND SEMESTER.

NUMBER.

1. Write by 2's from 1 to 9.
2. Write in Roman numerals backward from X to I.
3. $2+1+2+3+2=$?
4. Add 21, 11, 13, 12, 10.
5. $2+2+1+2-3=$?
6. Willie had five pockets. In each pocket were 2 marbles.
How many marbles had he in all?
7. Stella's brother gave her 3 cents a day for three days. How
many cents did he give her in all?
8. Five sparrows sat on a limb. Two flew away. How many
were left?

9. James paid 2 cents for a pencil, 3 cents for paper and 2 cents for a sponge. How much had he left from 10 cents?

10. I spent 5 cents, gave away 2 cents and had 3 cents left. How much had I at first?

SECOND YEAR, FIRST SEMESTER.

NUMBER.

1. Write by 3's from 4 to 34.
2. Write by 4's backward from 48 to 0.
3. How many 2's in 18?
4. How many 3's in 36?
5. Add 432, 593, 684, 707, 309.
6. Add 7, 9, 6, 5, 4, 3, 7, 9, 4, 5, 3, 2, 8, 7.
7. John walked 13 miles, Peter 19 miles and James 21 miles. How many miles did all walk?
8. If eight girls had 3 dolls each, how many did all have?
9. I bought 9 cents worth of apples and 7 cents worth of candy. How many cents had I left from 20 cents?
10. A man had 36 oranges and sold 4 to each of 7 children. How many had he left?

SECOND YEAR, SECOND SEMESTER.

NUMBER.

1. Add 8672, 489, 5728, 4383, 79, 84.
2. Write in Roman 84, 97, 100, 60.
3. $8674 - 3563 = ?$ 4. $58 + 94 + 67 + 56 + 34 + 137 = ?$
5. How many 6's in 66? 6. Write by 5's from 7 to 62.
7. A farmer had 69 sheep and sold 17. How many were left?
8. Three men bought a house, the first man paying \$375, the second \$812 and the third as much as the first two together. How much did the house cost?
9. In what year will a person who was born in the year 1825 be 67 years old?
10. Paid for seven articles \$.87, \$.93, \$.45, \$.68, \$.38, \$.49 and \$.88. What did all cost?
11. Paid \$1255 for a house and then sold it for \$1466. How much was gained?
12. Paid for a horse \$175, for a buggy \$67 and for harness \$46. Sold them for \$299. How much was gained?

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FOURTH YEAR, FIRST SEMESTER.

NUMBER.

1. Write, in Roman numbers, 1888, 1492, 1776, 1668.
2. $284925 + 684721 - 190807 = ?$
3. $4040 \times 6 + 509 \times 7 = ?$
4. $305 \times 4 - 108 \times 8 = ?$
5. Find the cost of 875 sheep at \$8 apiece.
6. Find the cost of 39 pounds of coffee at 48 cents a pound.
7. Bought 87 lbs. of tea at 45 cents a lb. ; sold it at 63 cents a lb. Find the gain.
8. A drover had 10040 sheep; 500 strayed away, and 2000 died; he sold the remainder at \$7 apiece. What amount did he receive?
9. A farmer sold 60 bu. clover seed at \$8 a bu. and 12 barrels of cider at \$6 a barrel; he divided the money among his four boys; how much did each boy get?
10. A man sold 48 mules at \$108 apiece, 18 horses at \$97 apiece, and 150 cows at \$48 apiece; how much did he get for all?
11. What cost 4080 yards of muslin at 17 cents a yard?
12. A drover sold 875 hogs at \$7 each, and three times as many sheep at \$4 each; how much more did he get for the sheep than for the hogs?

FOURTH YEAR, SECOND SEMESTER.

NUMBER.

- 1, 2. Write by 9's from 3 to 93. Find the sum of the numbers just written.
- 3, 4. $36785 \times 706 = ?$ $408725 \times 963 = ?$
- 5, 6. $497634 + 85 = ?$ $320784 + 7 = ?$
7. $38 + 64 + 82 - 154 \times 3 + 2 = ?$
8. Paid for carpet \$33.75, for chairs \$18.50, for a mirror \$12.25, for curtains \$10.00 and for bedstead \$42.00. What did all cost?
9. What cost 1120 quarts of cherries at \$2 a bushel, there being 32 quarts in a bushel?
10. What is the value of 5000 and 5 dozen oranges at 3 cents apiece?
11. Two men start from the same place; one travels east at the rate of 4 miles an hour and the other west 5 miles an hour; how far apart will they be in 11 hours?

12. $875 \times 476 + 1009 = ?$
13. Bought 18 bbls. of flour at \$8 a bbl. and sold at \$12 a bbl.
How much was gained?
14. 25 bbls. of flour, each containing 196 lbs., were divided
among 45 persons. How many pounds did each person receive?
15. $2082030 + 70205 = ?$
16. How do you prove your work in Division.

FOURTH YEAR, FIRST SEMESTER.

GEOGRAPHY.

- 1-4. Name a street north of your school ; east ; south ; west.
5. Locate the New Capitol.
6. Locate the High School.
7. What is a mountain? Name some mountains.
8. In what county do you live?
9. What river bounds the county you live in on the east?
- 10-12. Name three cities of New York State.
13. What is the difference between an animal and a mineral?
- 14-16. Name three tools used by a carpenter.
17. Is there more land or water on the earth's surface?
18. What two motions has the earth?
- 19, 20. What are caused by each of these motions?

LANGUAGE.

1. Write the names of three objects.
- 2-4. Write a declarative sentence about each object just named.
5. Write an interrogative sentence about one of the same
objects.
- 6-12. Boys and girls eat apples and oranges and drink milk.
Make a list of the name-words and of the action-words in
above sentence.
- 13-15. Write three sentences about birds.
16. Make one sentence of the three just written.

Correct the following :

17. I aint got no pencil.
18. The dog he ran.
19. John tored my book.
20. Who done that.
21. The Lion is a native of africa.

22. How i jumped ?

23-30. Write a note to a friend asking him to lend you his copy of Robinson Crusoe.

(Eight credits for a perfect exercise. Do not require formal address or subscription. Deduct one credit for each error in spelling, capitals, grammar or use of period or question-mark.)

FOURTH YEAR, SECOND SEMESTER.

GEOGRAPHY.

1. What kind of climate do you live in ?
- 2-4. Name three fruits which grow in hot climates.
- 5-7. Name three wild animals that live in hot climates.
- 8-10. Name three trees which grow in hot climates.
- 11-15. Name the five races of men.
16. What are savages ?
17. What are manufactures ?
18. What are the chief divisions of land in the Western Hemisphere ?
19. What isthmus connects them ?
20. What ocean on the eastern coast of the Western Hemisphere ?
- 21-23. Name the three principal mountain systems of N. A.
- 24, 25. Name two large rivers of N. A.

LANGUAGE.

- 1-6. Name six cases in which *capitals* are necessary.
 - 7-12. Write sentences illustrating each of the cases just named.
 - 13-19. Red apples are sometimes sweet and juicy, but are often sour and spicy.
- Select the *quality* and *when* — words from the above sentence.

Correct the following :

20. Them is good peaches.
21. The flowers growed slowly.
22. Henry lays abed very late.
23. He had ought to be good.
24. In june we will go to saratoga.
25. Which is the largest of the two boys ?

26-40. Tell in six sentences what you see in the picture on page 54, of your geography.

(Fifteen credits for a perfect exercise. Deduct one credit for each error in spelling, capitals, grammar, or use of period or question mark.)

FIFTH YEAR, FIRST SEMESTER.

GEOGRAPHY.

1. Why is this country called the United States?
2. How many states were there when the Union was formed?
3. How many states are there now?
- 4-6. Locate Boston ; San Francisco ; New Orleans.
- 7, 8. What ocean is east of the U. S. ? West ?
- 9-13. Name the Great Lakes.
- 14-15. What is a seaport ? Name a seaport of Maine.
16. What range of mountains in Vermont ?
17. What are the chief occupations of the people of Vermont ?
- 18-21. Describe the Connecticut River. (Source, between and across what states it flows, and into what water it empties.)
22. What great mines has Pennsylvania ?
- 23-25. Name three rivers of N. Y., one flowing south, one east, and one north.

LANGUAGE.

Little brooks wind slowly through the green grass.

1. Name the subject of the above sentence.
2. Name the predicate.
3. Name the nouns.
4. Name the adjectives.
5. Name the adverb.
6. Change the sentence to a question.

Correct the following :

7. Hand me them books.
8. The scholars is all here.
9. He isn't here I don't think.
10. I seen him yesterday.
11. He and i start on wednesday for europe.

Write a letter containing at least six sentences to a friend, about your school. Address and subscription in good form.

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(Fifteen credits. Deduct one for each error in spelling, grammar, capitals and use of period or question-mark.)

FIFTH YEAR, SECOND SEMESTER.

GEOGRAPHY.

1. What is a canal? Name one.
- 2-4. Name three cities of N. Y. located on the Erie canal.
5. How many bridges across the Hudson river at Albany?
- 6-8. Name and locate the capitals of Georgia, Florida and Louisiana.
- 9-11. Name three capes of North Carolina.
- 12-14. Name three leading products of the Southern States?
- 15-17. Name the states which border on Lake Superior.
- 18-20. Locate Chicago; Cincinnati; Louisville.
- 21-23. Name three leading productions of the Pacific States.
- 24, 25. Describe the larger Colorado river. (Source, direction and effluence.)

LANGUAGE.

- 1-4. Write four sentences about trees.
- 5-8. Name the subject and predicate of each sentence you have written.
9. Select all the nouns in the same sentences.
10. Select all the verbs in the same sentences.
11. Select all the adjectives in the same sentences.

Correct the following:

12. Have the scholars went home?
13. Let the books lay on the desk.
14. Send them boys away.
15. These apples is sour.
16. I hadn't no time.
17. Was gen. grant present?
18. The childrens hats were new?
19. What a nice doll?

Write a letter to a friend telling, in not less than six sentences, what you saw on the way to school to-day. Address and subscription in good form.

(14 credits for a perfect exercise. Deduct for errors as heretofore directed.)

FIFTH YEAR, SECOND SEMESTER.

NUMBER.

1. How many yards of calico in 113 cases, each case containing 64 pieces and each piece 47 yards?
2. In 24 hours the earth moves 1569600 miles. How far does it move in a minute, 60 minutes making an hour?
3. When are two or more numbers *prime* to each other?
4. What is the L. C. M. of two or more numbers?
5. $\frac{5 \times 8 \times 3 \times 7 \times 28 \times 99}{11 \times 4 \times 7 \times 5 \times 4} = ?$
6. What is a proper fraction? Write one.
7. Reduce $\frac{144}{175}$ to lowest terms.
8. Reduce $29\frac{6}{7}$ to an improper fraction.
9. Reduce $\frac{5}{12}$, $\frac{1}{3}$, $\frac{2}{5}$ to least common denominator.
10. A man walked $45\frac{1}{2}$ miles on Monday, $47\frac{1}{2}$ on Tuesday and $50\frac{1}{2}$ on Wednesday. How far did he walk?
11. A lady having \$25, paid \$2 $\frac{1}{2}$ for gloves, \$15 $\frac{1}{2}$ for a bonnet and \$3 $\frac{1}{2}$ for some lace. How much money had she left?
12. How many yards of cloth are there in 12 $\frac{1}{2}$ pieces, each piece containing 42 $\frac{1}{2}$ yards?
13. If a family uses $\frac{3}{4}$ of a barrel of flour in a week, how long will 5 $\frac{1}{2}$ barrels last?

FIFTH YEAR, FIRST SEMESTER.

NUMBER.

1. Express in figures fifty million fifty thousand fifty.
2. Express in words 20920513.
3. Express in Roman numerals 1883, 5050, 789.
4. What will 896 chests of tea cost at 63 cents a pound, each chest containing 58 pounds?
- 5-6. I bought 25 barrels of flour for \$200. For what must it be sold per barrel to gain \$50. What will be the gain per barrel?
7. $(45+3+6)+(10+15)+(7-2)+6-?$
8. How many vessels carrying 8300 bushels of wheat each will it require to carry 984364 bushels?
9. Find the sum of the odd numbers from 19 to 49, inclusive.
10. Find the G. C. D. of 24, 42, 63 and 91.
11. Find the L. C. M. of 8, 12, 16, 24 and 48.

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12. Name the terms of a fraction.
13. Which term corresponds to a divisor?
- 14-17. Reduce $\frac{2}{3}$, $\frac{3}{4}$, $\frac{1}{2}$, and $\frac{1}{4}$ to their lowest terms.
18. Reduce $18\frac{1}{2}$ to an improper fraction.
19. Reduce $\frac{284}{11}$ to a mixed number.
20. Change $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ to fractions having their least common denominator.

SIXTH YEAR, SECOND SEMESTER.

NUMBER.

1. Write in figures, four thousand three hundred millionths.
2. Write in words 25.000065.
3. What was the cost of the following: 37 yards of sheeting at \$.13 $\frac{1}{2}$, 8 yards of ribbon at \$.37 $\frac{1}{2}$, and 27 yards of silk at \$2.35?
4. How many stoves, at \$21.35 each, can be bought for \$789.95?
5. If I pay \$106.40 for 35 hats, for how much must I sell each hat so as to gain \$7.00 in all?
6. At \$.18 per dozen, how many dozen eggs can be bought for \$32.40?
7. What is the effect of affixing ciphers to a decimal?
8. If one bushel of charcoal is made from .0196 of a cord of wood, how many bushels can be made from 5.831 cords?
9. $.7854 + .0056 = ?$
10. $647.89 \times 20.009 = ?$
11. \$564.37 $\frac{1}{2}$ for 105 sheep is how much a head?
12. Make out and receipt the following bill as clerk: Phil., Dec. 6, 1882. C. Roberts & Co. sold to E. Williams, 2 doz. silver forks at \$37.50 a doz., $\frac{1}{2}$ doz. silver table-spoons at \$33 a doz., 3 sets of silver tea-spoons at \$9.25 a set, and one silver cake basket for \$37.50.

SIXTH YEAR, FIRST SEMESTER.

NUMBER.

1. A boy has a velocipede which he can run at the rate of 140 rods a minute. How many minutes will it take him to run it 630 rods?
2. A farmer has 1000 head of cattle in 5 fields. In the first he has 315 head, in the second 175, in the third 300, and in the fourth the same number as in the fifth. How many has he in the fifth?

3. What are the prime factors of 756?
4. $\frac{7 \times 5 \times 3 \times 11 \times 8 \times 9}{5 \times 11 \times 3 \times 6}$?
5. Find the sum of $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$ and $\frac{1}{6}$.
6. A farmer received \$18 $\frac{1}{2}$ for hay, \$65 $\frac{1}{2}$ for a cow and \$161 $\frac{1}{2}$ for a horse. How much did he receive for all?
7. From a bin containing 506 $\frac{1}{2}$ tons of coal 418 $\frac{1}{2}$ tons are taken. How many tons remain?
8. $\frac{2}{3} \times \frac{4}{5} \times \frac{1}{11} \times \frac{1}{18} = ?$
9. Multiply $3\frac{1}{2} \times \frac{4}{5}$ by $4 \times \frac{1}{2}$ of 7.
10. At \$16 $\frac{1}{2}$ per ton, how much will 4 $\frac{1}{2}$ tons of hay cost?
11. Divide $\frac{2}{3}$ of $\frac{4}{5}$ of 5 $\frac{1}{2}$ by $\frac{1}{2}$ of $\frac{4}{5}$ of $\frac{7}{8}$.
12. At \$ $\frac{3}{8}$ per bushel, how many bushels of potatoes can be bought for \$17 $\frac{1}{2}$?

SIXTH YEAR, SECOND SEMESTER.

GEOGRAPHY.

1. Which hemisphere contains the most water?
- 2-7. Name the grand divisions of land.
- 8-10. Which grand divisions are crossed by the Tropic of Cancer?
- 11, 12. What is a strait? Name one and state what it connects.
- 13-17. Name five seas on the coast of Asia.
- 18, 19. What is a peninsula? Name a peninsula of Asia.
- 20-23. Name four large rivers of Africa.
24. Name three wild animals of Africa.
25. What is a caravan?

LANGUAGE.

1. Write a declarative sentence of at least six words.
2. Write an interrogative sentence of at least six words.
3. Name the subject of the first sentence.
4. Name the predicate of the first sentence.
5. Name the subject of the second sentence.
6. Name the predicate of the second sentence.

Correct the following:

7. There is ten boys in the class.
8. John has went home.
9. There isn't no ink.

10. The albany high school is on eagle st.
11. How far shall i go ?
12. This is the nicest of the two books.

Write a letter to a friend telling what games you and your playmates enjoy. Not less than ten sentences. Address and subscription in good form.

(14 credits for a perfect exercise. Deduct one for each error as heretofore.)

SIXTH YEAR, FIRST SEMESTER.

GEOGRAPHY.

1. Name and locate the capitol of the U. S.
- 2, 3. What is an isthmus ? Name one, stating what it connects.
- 4-6. Name three of the larger West India islands.
- 7-9. Name three countries of S. A. crossed by the equator.
- 10-12. Describe the Amazon. (Source, direction and effluence.)
- 13, 14. Locate Cape Horn; Cape St. Roque.
- 15-17. Name three valuable forest trees of S. A.
- 18-20. Name the three grand divisions of the Eastern Continent.
- 21-23. What countries are comprised in the island of Great Britain ?
- 24-28. Name the Five Great Powers of Europe.
- 29, 30. What mountains between France and Spain ? between Russia and Siberia ?
- 31-33. Name three rivers which flow into the Black Sea.

LANGUAGE.

The flowers in the garden will soon perfume the air with their fragrance.

1-4. Name the subject of the above sentence ; the predicate ; modifiers of the subject ; modifiers of the predicate.

Correct the following :

5. How many sheeps in that flock ?
6. That is the dog who barked.
7. She is the girl which sings.
8. Is that her ?
9. Both William and Peter was there.
10. West troy is on the erie canal.

Write a letter of not less than ten sentences to Macy & Co., New York City, applying for a place as clerk, and stating your qualifications therefor. Address and subscription in good form.

SEVENTH YEAR, SECOND SEMESTER.

GEOGRAPHY.

1. In what general direction do the rivers of the Eastern States flow ?
- 2-4. Name the three most important rivers of the Atlantic slope in relation to commerce.
- 5, 6. What is latitude ? State the latitude of Albany.
- 7-9. Name three inland lakes of New York.
- 10-12. What lakes border on New York ?
13. Why is New York called the Empire State ?
14. Locate Philadelphia.
- 15-17. Name the three chief mineral products of Penn.
18. Locate Pittsburg.
19. Name and locate the capital of Virginia.
- 20-22. Name three tropical fruits raised in Florida ?
23. What are the three leading exports of New Orleans ?
- 24-26. Over what waters would a cargo of coal pass in going from Pittsburg to Galveston ?
- 27-33. Name the States and Territories west of the Rocky Mountains, excluding such as are crossed by the Mts.
- 34-39. Describe the Rio Grande River. (Source, general direction, across what territory, between what State and country and into what water it flows.)
40. What mountains in Utah ?

SEVENTH YEAR, FIRST SEMESTER.

GEOGRAPHY.

1. What is the axis of the earth ?
- 2-3. What are the poles ? Name them.
- 4-5. What is a great circle ? Name one.
6. Name an isthmus and tell what it connects.
7. Name a strait and tell what it connects.
- 8-10. Name the three chief occupations of mankind.
11. What river of N. A. flows into the Arctic Ocean ?

12. What is a peninsula?
- 13-15. Name three peninsulas of N. A.
- 16-18. Locate Capes Farewell, Hatteras and St. Lucas.
- 19-21. Name three animals of N. A. valuable for their fur.
- 22-24. Name three large lakes of British America.
- 25-29. Name five bays or gulfs of N. A.
30. What countries of N. A. are crossed by the Arctic Circle?
- 31-35. Locate the cities of Montreal, Mexico, Washington, Chicago and San Francisco.
- 36-37. What is a republic? Name one.
- 38-39. What is a monarchy? Name one.
- 40-41. What is an absolute monarchy? Name one.
- 42-46. Name four important rivers of N. A.

SEVENTH YEAR, FIRST SEMESTER.

ARITHMETIC.

1. The great fire in Chicago burned over an area of 2194 acres. The estimated loss occasioned by the fire was \$196000000. What was the average loss per acre?
2. A tailor having \$585 wished to buy an equal number of yards of two kinds of cloth, worth \$6 and \$7 a yard respectively. How many yards of each kind could he buy?
3. Find the sum of the prime numbers from 0-30.
4. Find the G. C. D. of 462, 1764 and 2562.
5. Find the L. C. M. of 8, 12, 16, 24 and 48.
6. What is an improper fraction? Write one.
7. Reduce $\frac{5040}{17160}$ to lowest terms.
8. A merchant sold $\frac{3}{4}$ of a yard of silk to one lady, $\frac{2}{3}$ of a yard to another, and $\frac{1}{2}$ of a yard to another. How much did he sell in all?
9. $\frac{2}{3}$ of $\frac{9}{11}$ of $\frac{11}{12}$ of $\frac{8}{9}$ of 15=?
10. At \$1 $\frac{1}{2}$ per bushel, how many bushels of wheat can be bought for \$3168?
11. $71.142 \div .0071 = ?$
12. Mrs. M. Townsend bought May 1, 1883, of Lord & Taylor N. Y. City, 27 yards of silk at \$2.75, 11 yards of lace at \$6.37 $\frac{1}{2}$, 9 pairs of gloves at \$2.15, and 10 pairs of hose at \$1.10. She paid \$100 on account. Make out the bill showing the balance due.

13. What is a concrete number? Write one.
14. What is a denominate number? Write one.
15. How many pence in £4 6s. 5d.?
16. Reduce 48596 far. to pounds.
17. How many spoons, weighing 5 oz. each, can be made from 3 lb. 5 oz. of silver?
18. How many powders, of 5 gr. each, can be made from 5 oz. 7 dr. of quinine?

SEVENTH YEAR, SECOND SEMESTER.

ARITHMETIC.

1. What is reduction ascending?
2. The diameter of the earth is 7912 miles. How many feet is it?
3. How many square yards in a ceiling that is 18 feet wide by 24 feet long?
4. What will be the expense of painting a roof that is 48 feet long and 22 feet wide at \$.30 per sq. yd.?
5. What will it cost to carpet a room 18 ft. long by $15\frac{1}{2}$ ft. wide, with carpet $\frac{3}{4}$ of a yard wide, at \$1.90 per yard?
6. A pasture containing 10 acres had a width of 20 rods. How long was it?
7. A man sawed a pile of wood 40 ft. long, 4 ft. wide, and $5\frac{1}{2}$ ft. high, for \$1.50 per cord. How much did he earn?
8. What will it cost to excavate a cellar 80 by 35 ft. and 8 ft. deep, at \$.42 per yd.?
9. When flour is \$10 per barrel, how many pounds can I buy for \$2.80?
10. Reduce 1977900 sec. to higher denominations.
11. What will 3 reams of paper sell for at \$.15 per quire?
12. What will be the cost of 5 gross of brushes at \$.37 $\frac{1}{2}$ a dozen?
13. The owner of a schooner sold .3235 of her to the captain. What part of the vessel did he still own?
14. Find the difference between $\frac{7}{11}$ of $18\frac{3}{4}$ and $\frac{2}{3}$ of $17\frac{3}{4}$.

SEVENTH YEAR, FIRST SEMESTER.

LANGUAGE.

1. Washington was the first President of the United States.
He was a successful general.

He was a wise and prudent statesman.

He was a true patriot.

Unite the foregoing statement into a simple sentence.

Analyze the statement by stating its class, subject, predicate and the modifiers of both.

2-3. Compare the adjectives *true* and *successful*.

4-6. Name the proper nouns.

7-12. State six cases in which capitals are used and illustrate each case in a sentence.

Correct the following :

13. This is Kates book.

14. Do you sell womens shoes ?

15. It is one of those kind of trees.

16. The boys plays marbles.

17. The title of the book is little men.

18. What a lovely picture ?

Write a composition of not less than fifteen lines on "Trades," paying attention to the following points:

1. Names of several trades.

2. Names of tools used.

3. What is made by the different trades.

4. Which trade you would prefer to follow and why.

SEVENTH YEAR, SECOND SEMESTER.

LANGUAGE.

1-5. The country on each side of the Lower Mississippi is very low and flat.

Analyze by giving class, subject, predicate and the modifiers of both.

6-7. Name two phrases in the above sentence and state whether they are adjective or adverbial.

8-12. Write the plural of man; lady; deer; child; leaf.

13-18. Write the words expressing the opposite gender of boy; uncle; princess; king; poet; hero.

Correct the following:

19. This is the dog who barked.

20. Who did you see last night.

21. I saw gen'l phil sheridan.
22. Have you read robinson crusoe?
23. You hadn't ought to do so.
24. Lend me them books.

Write a composition of not less than fifteen lines on "Farm Life," and speak of the following:

1. The farm-house.
2. The crops raised
3. The domestic animals.
4. The poultry.
5. The birds.
6. The fruit and forest trees.

EIGHTH YEAR, SECOND SEMESTER.

ARITHMETIC.

1. In a certain school $\frac{2}{3}$ of the scholars belong to the fourth class, $\frac{1}{3}$ to the third class, $\frac{1}{4}$ to the second class, and the remainder, 61, to the first class. How many scholars in all?

$$2. \frac{98}{11\frac{1}{2}} \times (\frac{2}{3} \text{ of } 8\frac{1}{2}) = ?$$

3. Burlington, Vt., June 20, 1883. James Hosford bought of Joseph Pierce 27 sheep @ \$3.75; 13 oxen @ \$53.50 and 15 cows @ \$23.25. Hosford paid \$675 on account. Make out bill showing the balance due.

4. Bought a cask of molasses, containing 64 gallons for \$16; but 11 gallons having leaked out, at what price a gallon must I sell the remainder to gain \$2.55?

5. How many square feet in the entire surface of a rectangular block of marble 8 ft. long, 4 ft. wide and 3 ft. thick?

6. A room is 16 ft. long, 14 ft. wide, and 12 ft. high; what will it cost to plaster it at 25 cents a square yard, allowing 37 square yards for doors and windows?

7. Paid, \$2 for 3 pounds of tea, and sold 2 pounds for \$3. What is the per cent of profit?

8. Sold a lot of goods for \$200 and gained 15%; what per cent should I have gained had I sold them for \$220?

9. A grocer purchased a lot of sugar, on which he lost 16% by selling it for \$4200. What did he pay?

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10. Principal \$1250; time 2 y. 3 mo. 12 d., rate 6%. Find the interest.
11. Principal \$1201.09; time 1 y. 5 m. 29 d., rate 5%. Find the amount.
12. Principal \$2500; time September 20, 1870, to March 27, 1879; rate $4\frac{1}{2}\%$. Find the interest.

EIGHTH YEAR, FIRST SEMESTER.

ARITHMETIC.

1. If I receive \$60 and spend \$40 a month, in how many years shall I save \$2160?
2. $(8762+14967-13729+50)\times 19=?$
3. If $\frac{5}{8}$ of a cord of wood is worth \$3 $\frac{1}{2}$, what will $\frac{3}{4}$ of a cord cost.
4. A drover bought sheep at \$3.37 $\frac{1}{2}$ a head and sold them at \$3.87 $\frac{1}{2}$ a head, and gained \$37.50 by the transactions; how many sheep did he buy?
5. Bought 356.25 pounds of wool at 37 $\frac{1}{2}$ cents a pound, which was manufactured into cloth at an expense of \$62.50; for what sum must it be sold to gain \$37.50.
6. What cost 82.5 lbs. of coal at \$7 a ton.
7. How many bricks 8 inches long and 4 inches wide will be required to pave a walk 10 rods long and 9 feet wide, allowing 4 inches in width for the curbstone?
8. What will be the cost of a pile of wood 60 ft. long, 4 ft. wide and 5 $\frac{1}{2}$ ft. high at \$4.50 a cord?
9. What will it cost to dig a cellar 40 ft. long, 32 feet wide and 5 ft. deep at \$.25 a cubic yard?
10. A street 650 feet long and 72 feet wide, averages 4.5 feet below grade. Find the cost of filling it in at \$.45 a cubic yard.
11. John Jones is building a wall for A. H. Smyth furnished 17650 bricks at \$8 a thousand and 15 days' work at \$1.75 a day. Make out Jones's bill?
12. How many cheeses, each weighing 45 pounds, at 9 cents a pound, will pay for 5 bbls. of flour at \$8.10 a barrel?

EIGHTH YEAR, SECOND SEMESTER.

LANGUAGE.

Asia contains a large number of lakes, many of which are salt and have no outlet.

1-8. Analyze the above.

9-11. Compare large, salt and many.

12-17. State what parts of speech you find in the sentence, and name one of each kind found.

18-19. Name a transitive verb in the sentence and give its object.

Correct the following:

20. He is the older of the three boys.

21. I and he and you will go together.

22. Every one will put on their hat.

23. The surface of the lake looks quietly.

24. Did mrs. thompson call on tuesday ?

25. She didn't call on that day, I don't think.

Write a composition of not less than twenty lines on "Summer."

EIGHTH YEAR, FIRST SEMESTER.

LANGUAGE.

1-5. The rose that all are praising is not the rose for me.

Analyze, giving class, subj., pred. and modifiers of both,

6-12. Write the plurals of life, story, tooth, mouse, heathen. bandit, cherub.

13-18. Write the words expressing the opposite gender of wife, bride, editor, heir, negro, executor.

19-21. Write the possessive of ladies, James, brethren.

Correct the following :

22. Whom do you suppose stands first ?

23. Is she as tall as me ?

24. Either he 'or I is to blame.

25. Each scholar will take their seat

26. Neither of the children are much better.

27. It is easier said than done.

Write a letter of recommendation for William Tremper, who is seeking a position as clerk in the dry goods house of Johnston Bros., New York city.

Write a letter introducing your friend James Stephens, who is about to visit Boston, Mass., to your uncle, John L. Gardiner, residing in that city.

Address and subscription to be in proper form.

EIGHTH YEAR, FIRST SEMESTER.

GEOGRAPHY.

1. Are the Tropics great or small circles?
2. What is the latitude of the North Pole?
3. What is the longitude of a place on the prime meridian?
4. Name and locate the capital of Quebec.
- 5-6. Locate New Foundland; Anticosti.
7. What is the chief export of New Foundland?
- 8-11. Name the great lakes which border on Canada.
12. What large river empties into Hudson Bay.
- 13-14. To what European nation does Cuba belong? Jamaica?
- 15-17. Name three leading exports of the West Indies.
- 18-22. Name the countries of South America on the Pacific Ocean.
23. What country of S. A. has no seacoast?
24. Describe the Orinoco River (source, general direction and through what country it flows and effluence)
- 25-27. What are the three leading races of Brazil?
- 28-30. Locate Guayaquil; Callao; Panama.
31. What isthmus between N. A. and S. A.?
32. What advantages would arise from a ship canal across said isthmus?
33. What sea lies between the West Indies and S. A.?
- 34-36. By what three routes (railroad or water) may freight be conveyed from Buffalo to New York.
37. What two bodies form the Legislature of New York?
38. What has the Governor to do with making the laws of the State?
39. Who is now Governor of New York?
40. Who is now President of the United States?

EIGHTH YEAR, SECOND SEMESTER.

GEOGRAPHY.

- 1-2. What is a sound? Name an important sound running into Washington Terr.
- 3-4. Name a great and a small circle.
- 5-7. What grand divisions of land are crossed by the Arctic circle.
- 8-11. Bound the United States.
- 12-14. Name three rivers flowing into the Mississippi from the east.
- 15-17. Name the three most important seaports on the Atlantic coast of the U. S.
- 18-19. Name two peninsulas projecting into the Gulf of Mexico.
20. Locate Galveston.
- 21-23. Name the three largest cities of New York, excluding N. Y. city.
24. Of what two bodies is the U. S. Congress composed?
25. How are the canals of New York now maintained?
- 26-28. Name three leading productions of Brazil.
- 29-30. Name and locate two important seaports of S. A. on the Pacific coast.
- 31-32. What part of S. A. is rainless? Why?
- 33-35. Name and locate the three largest cities of Europe.
- 36-38. Name three rivers of Europe flowing into the Black Sea.
- 39-44. Name six seas on the coast of Europe.
- 45, 46. What countries form the Scandinavian Peninsula?
47. With what country of Europe has the United States the closest commercial relations?
- 48-50. What cargo (specify three leading articles) might a vessel take from Havre to New York, and what grain and provisions would the vessel naturally carry on her return voyage?

EIGHTH YEAR, SECOND SEMESTER.

AMERICAN HISTORY.

- 1-10. Mention ten persons engaged in early discoveries or explorations in America, giving with each name that of the nation represented in the expedition.
- 11-20. Mention ten persons prominently connected with the

early settlements of America, naming the settlement with which each was connected.

21. In what year did the "Landing of the Pilgrims" occur?

22. Why did the Pilgrims seek an asylum here?

23. In what year was Jamestown settled?

24-30. Relate the adventures in Virginia of Capt. John Smith.

31. In what localities were the first settlements of N. Y. made?

32-35. Name four Indian chiefs prominent during the settlements.

36. What were the provisions of the *Toleration Act* of Maryland?

37. What other colony passed a similar law?

38-40. Narrate the occurrences at Schenectady during the attacks of the French and Indians on the colonists during King William's war.

The Ninth Year Class was examined upon papers prepared at office of the Regents of the University of the State of New York.

ANNUAL REPORT

OF THE

COMMITTEE ON LIBRARY.

ALBANY, *May* 21, 1883.

To the Board of Public Instruction :

The Committee on the Library respectfully submits the following report for the year ending April 30, 1883 :

The number of volumes at date of last report was...	4,588
Added by purchase	358
Total number of volumes April 30, 1883.....	4,946

The books added during the year are classified as follows :

Fiction	91	Hist. Romance.....	5
History	45	Philosophy, etc.....	3
Biography	32	Essays	10
Travel	69	Miscellaneous.....	36
Science	41	Books of Reference	7
Poetry	19		

The number of persons who applied for the privileges of the library up to April thirtieth last, was 1,900.

The number of persons who drew books during each month was, in

May	867	November	686
June	813	December	667
July	495	January	641
August	393	February	696
September	418	March	771
October	632	April	758
Average per month.....			653

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early settlements of America, naming the settlement with which each was connected.

21. In what year did the "Landing of the Pilgrims" occur?

22. Why did the Pilgrims seek an asylum here?

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July	495	January	641
August	393	February	696
September	418	March	771
October	632	April	758

Average per month..... 653

The circulation for the same months was, in

May	2,126	November.....	1,774
June	1,435	December	1,667
July	1,125	January.....	1,567
August ...	1,152	February	1,604
September	1,091	March	2,160
October	1,755	April	1,864
Average per month.....		1,610	

The receipts and disbursements on account of the library were as follows:

RECEIPTS.

Amount on hand, May 1, 1882	\$675 24
From annual budget.	500 00
From State apportionment.....	892 79
From fines.....	50 00
	<hr/>
	\$2,118 03

DISBURSEMENTS.

Librarian's salary	\$350 00
Repairs	6 50
Book covers	23 10
Blank books	3 00
Printing	137 64
Rebinding books	19 40
Books for library	205 49
Librarian <i>pro tem.</i> , salary for August	30 00
	<hr/>
	775 13

May 1, 1883.

Balance to the credit of library account	\$1,342 90
	<hr/>
The amount for fines collected for January, 1882, is..	\$71 77
Deposited with the Chamberlain	50 00
	<hr/>

In the hands of librarian, April 30, 1883

\$21 77

NEW CATALOGUE.

The facts that no catalogue of the books in the library had been published for several years and that a large number of volumes had been purchased in the meantime, induced the committee to ask the librarian to undertake the task of preparing a revision. The work was completed in the fall, and an edition of 2000 copies was pub-

lished at a total expense of \$137.64. The catalogue is a simple alphabetical list of the books, together with the library number and the author's name. It is arranged by subjects and is supplied to the public at ten cents a copy. Only 295 copies have been sold thus far, surely a very small proportion, considering the whole number of persons who use the library.

By a resolution of the Board, the librarian retains the money received for catalogues until the sale amounts to fifty dollars, as pay for extra services in preparing the revision and reading the proof, work which was necessarily performed at home. All proceeds above the sum last named will be deposited with the Chamberlain to the credit of the library.

Your committee has been somewhat surprised at the small circulation of the library ; but believes it will steadily increase as our citizens become more fully aware of their free opportunities. The location of the library in the interior of the High School building renders it impracticable to open it to the public during the school sessions. This limits the hours when it is accessible to two and one-half, each day. Were it possible to place the library where it could be open the entire day without interference with the exercises of the school, the circulation would doubtless rapidly increase. Your committee hopes that the day is not very distant when the Board will feel justified in placing the library in such a suitable location as its importance and widespread usefulness demands.

Your committee takes great pleasure in commending the faithfulness and assiduity of the librarian, and would recommend as a recognition of her increased usefulness that her salary be advanced to the rate of \$400 per annum, being an addition of fifty dollars to the amount now paid.

DOUW H. FONDA.
GEORGE B. HOYT.
JOHN H. LYNCH.
ALDEN CHESTER.

REPORT

OF THE

High School Committee on Admission of Pupils

ALBANY, *July 2*, 1883.*To the Board of Public Instruction :*

The Executive Committee on the High School respectfully reports that the sixteenth annual examination of candidates for admission to the High School was held at Schools Nos. 6, 11, 12 and 14, on the thirteenth, fourteenth and fifteenth days of June.

Three hundred and thirty-six (336) candidates presented themselves for examination.

The Regents' questions were used in arithmetic, grammar, geography, spelling and American history. Test exercises in drawing, music and penmanship were also given. The pupils' work in all these subjects is worthy of high commendation, except in American history. The Committee feels that the results of this test do not represent the work done in our schools in this subject. The paper offered by the Regents is prepared for scholars two or three years older than those who yearly participate in the examination for admission to the High School. In justice to pupils and teachers, it would be better hereafter to submit a paper in American history, prepared upon the basis of the text-book used and the work done in our own schools. As the result of the examination, the following, 299 in number, have been duly admitted to the High School :

(The list is omitted.)

ALDEN CHESTER.
PETER J. FLINN.
HERMAN BENDELL.
JOHN A. McCALL, JR.

ANNUAL REPORT

OF THE

Executive Committee on the High School.



The Executive Committee on the High School, make their fifteenth annual report, as follows :

The school has continued during the year to enjoy the full degree of prosperity, and to maintain the high position it has attained in the educational world.

The influence of the school is being felt more and more in this community as the number of its graduates increases. Those who have gone forth from its doors, are now occupying honorable and responsible positions in every profession and avocation of life. They are living witnesses of the efficiency of its teachings and are important factors in moulding the sentiment and contributing to the prosperity of this ancient city.

The school is also exerting an influence upon all the other public schools of the city, which it is impossible to estimate. The fact that its doors are opened wide to all who can successfully pass the required examination at the close of the course in the Grammar Schools, is a constant incentive and stimulus to the pupils in such schools to be thorough in all their studies and to be faithful in the discharge of all their school duties.

The High School, for this reason, has had a marked effect in elevating the standard and increasing the efficiency of every other school under the care of the Board of Public Instruction.

The school has, from the beginning, enjoyed an enviable reputation for the high standing maintained by its gradu-



ates who have gone to various colleges to further pursue their studies. Even at Harvard and Yale our graduates may be found standing nearly or quite at the head of their respective classes. Many "college honors" have also been taken by them this year. All these evidences of the thorough teaching and influence of the school are matters of sincere congratulation to the friends of the school, and furnish much ground for pride in its success to those connected with its management.

The High School was placed under the supervision of the Regents of the University by act of the Legislature in 1873, and was thus made subject to the tests which the Regents prescribe, and brought into comparison with all the leading high schools and academies of the State. As is well known, the results of these tests have been highly creditable for the school. The number of "Regents' scholars," that is, of those who have passed the preliminary examination and for whom the Institution draws money from the State, has been, since 1876, far in advance of the number in any other school, being for the past year 471. In the "Advanced" Examination recently established by the Regents, the result has been even more gratifying, in some cases nearly the whole class passing the required test. Twelve hundred and four papers have been allowed by the Regents during the past year. The largest number of papers passed by any other institution was 623, and the whole number for the entire State was 9,779.

At the beginning of the school year the Board established a teachers' training class in connection with the High School, and Miss Eurette Crannell, for a long time an assistant teacher in School No. 15, was assigned to the charge of the same. Some questions having thereafter arisen concerning the legal power of the Board to establish such a class, and place an item in the annual budget to cover the expense, application was made to the Regents of the University, under chapter 425, Laws of

1877, entitled "An act in regard to the instruction of common school teachers in academies and Union schools," and chapter 318, Laws of 1882, entitled "An act to regulate the instruction of common school teachers in academies and academical departments of union schools," to appoint the Albany High School to instruct a class in the science and practice of common school teaching, the expense thereof to be paid out of the State appropriation for that purpose. The appointment was made by the Regents as requested, and the class has been continued under such appointment. Thirty-seven young ladies entered this class, twenty-seven of whom have fulfilled the requirements of the course, and received the certificates provided by the rules.

The annual oral examinations of the school were held on the twentieth, twenty-first, twenty-second and twenty-fifth instant. For some years it has been customary to invite committees of citizens to examine the several classes. It was thought advisable to vary the custom for this year, and hold the examinations under the direction of the Executive Committee in conjunction with the Committee on Examinations. Commissioner George B. Hoyt, for many years the efficient chairman of the latter committee, briefly states the result of these examinations as follows :

"The examinations were very satisfactory. The various studies pursued in the High School are taught with fidelity and success by the efficient corps of teachers. While all the teachers may not be equally competent, yet it may with justice and truth be said, that all are actuated by the same desire to do their whole duty and are filled with zeal in their profession. The discipline of the school is admirable, and the general conduct and scholarship of the pupils is worthy of all commendation. In the examinations of the pupils, both oral and written methods were employed, and the readiness and correctness of the answers showed conclusively that the scholars were not only thoroughly acquainted with the text of the authors, but were also so well drilled and instructed as to the meaning, that questions out of the usual course did not

embarrass them, but they were able in almost all cases to apply the principles which they had been taught to the elucidation of the knotty problems submitted to them."

Superintendent Cole attended the examinations with the Committee, and fully concurs in this branch of their report.

The statistics of attendance during the year have been as follows :

Whole number of scholars.....	591
Senior Class	78
Junior Class	94
Second Year Class.....	163
First Year Class.....	256
Per cent. of attendance....	96.5

Sixteen members of the Graduating Class have never been absent nor tardy during their four years' attendance.

Of 337 pupils who presented themselves for examination for admission to the High School next year, 298 have successfully passed the examinations.

Respectfully submitted.

ALDEN CHESTER,
PETER J. FLINN,
HERMAN BENDELL,
JOHN A. McCALL, JR.

ALBANY, N. Y., *June 29, 1883.*

REPORT

OF THE

PRINCIPAL OF THE HIGH SCHOOL.

The President presented the annual report of the Principal of the High School, which was received and ordered to be printed in the minutes.

ALBANY, *September 1*, 1883.

To the Board of Public Instruction of the City of Albany:

GENTLEMEN — In compliance with the by-laws, I have the honor to submit the following report of the Albany High School for the year ending August 31, 1883, being my Fifteenth Annual Report :

NUMBER OF PUPILS.

The whole number of pupils in attendance during the past year is 591, distributed among the various classes as follows :

Senior class.....	84
Junior class.....	91
Second year class.....	160
First year class.....	256
Total	<u>591</u>

The following table exhibits the number of students of each sex in each class every year since the organization of the institution in 1868 :

TABLE

SHOWING THE NUMBER OF STUDENTS IN THE HIGH SCHOOL EACH YEAR SINCE ITS ESTABLISHMENT.

YEARS.	FIRST YEAR CLASS.			SECOND YEAR CLASS.			JUNIOR CLASS.			SENIOR CLASS.			TOTALS.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1868-69	85	106	141	...	...	...	...	...	...	...	...	...	85	106	141
1869-70	44	56	100	28	55	78	...	31	31	...	...	...	67	142	209
1870-71	64	60	124	38	42	75	18	35	53	...	...	...	115	164	279
1871-72	59	64	123	48	45	93	18	36	54	...	...	...	136	178	314
1872-73	49	76	125	48	47	93	25	36	61	...	...	...	136	192	328
1873-74	89	60	149	37	63	100	28	35	63	...	...	...	173	189	362
1874-75	91	75	166	53	65	118	39	61	90	...	...	...	196	233	429
1875-76	92	126	218	61	73	134	36	87	73	...	...	...	310	284	494
1876-77	99	123	221	74	86	160	37	59	90	...	...	...	332	300	632
1877-78	133	113	246	62	100	162	24	75	99	...	...	...	243	337	580
1878-79	109	142	251	71	82	153	34	62	96	...	...	...	233	343	581
1879-80	103	131	239	74	92	166	41	61	102	...	...	...	233	343	581
1880-81	104	129	233	57	97	154	32	85	115	...	...	...	221	362	583
1881-82	83	142	224	61	102	163	32	71	103	...	...	...	197	387	584
1882-83	95	161	256	51	109	160	33	59	91	...	...	...	197	384	591

The following table gives the whole number of pupils in the institution each year, and the increase or decrease over the preceding year :

T A B L E
OF ENROLLMENT, 1868-1883.

YEAR.	Whole number of pupils.	Increase.	Decrease.
1868-69	141	...	....
1869-70	209	68	....
1870-71	279	70	....
1871-72	314	35	....
1872-73	328	14	....
1873-74	362	34	....
1874-75	429	6	....
1875-76	494	65	....
1876-77	532	38	....
1877-78	580	48	....
1878-79	581	1	....
1879-80	595	14	....
1880-81	583	...	12
1881-82	584	1	....
1882-83	591	7	....

ATTENDANCE.

The attendance, as exhibited by our monthly averages, during the year has been as follows :

T A B L E
OF ATTENDANCE FOR THE YEAR ENDING JUNE 30, 1883.

	Whole number enrolled.	Average number enrolled.	Average attendance.	Per cent. of attendance.
September .. .	583	571	562.3	98.5
October	583	576	561	97.4
November	571	560	548	97.7
December	562	558	529	95.6
January	557	542	514	95.1
February	539	531	512	96.4
March	584	525	507	96.0
April	523	521	500	96.0
May	517	508	486	95.7
June	507	502	492	98.1

The per cent. of attendance each year, since the opening of the institution, has been as follows:

1868-69	96.2
1869-70	96.5
1870-71	96.6
1871-72	96.9
1872-73	97.2
1873-74	97.1
1874-75	97.1
1875-76	97.7
1876-77	97.7
1877-78	97.6
1878-79	97.2
1879-80	97.0
1880-81	96.6
1881-82	97.0
1882-83	96.7

TABLE

SHOWING THE NUMBER NEITHER ABSENT NOR TARDY DURING EACH YEAR, AND THE PER CENT. OF THE WHOLE NUMBER.

YEARS.	Number neither ab- sent nor tardy.	Per cent. of the whole number.
1868-69	81	23.0
1869-70	56	26.2
1870-71	94	34.6
1871-72	102	33.5
1872-73	130	36.5
1873-74	125	35.9
1874-75	128	31.2
1875-76	149	31.6
1876-77	192	36.1
1877-78	174	29.7
1878-79	179	30.9
1879-80	139	25.2
1880-81	122	21.9
1881-82	134	23.0
1882-83	146	24.5

The following additional facts relating to the attendance during the year will be of interest :

Number of students having no unexcused absences	389
Number of students who have never been absent or tardy during the last two years.....	62
Number of students who have never been absent or tardy during the last three years.....	30
Number of students who have never been absent or tardy during the last four years.....	17

The following members of the Graduating Class have been neither absent nor tardy since entering the High School, September 1879 :

Chase, Elsie J.	Meade, Amelia.
Downey, Mary.	Newman, Susie L.
Doyle, Augusta.	Reiten, Anna.
Goodwin, Minerva.	Reynolds, India.
Harrison, William.	Scheurer, Sophia.
Hoy, Bessie R.	Stein, Gertrude.
Kennedy, Emma.	Thompson, Bessie.
Malone, Maria.	Winnie, Kittie J.
McClelland, Joseph.	

FIRST YEAR CLASS.

The class which entered the institution at the beginning of the year numbered 256. Several scholars entered higher classes. The following schedule gives an alphabetic list of the names of pupils received September 1, 1881, their ages, grade, number of the school from which promoted and time spent in it, the names of their parents or guardians with their residences :

(The schedule is omitted.)

The ages of the pupils received September 2, 1882, were as follows :

Between twelve and thirteen	8
Between thirteen and fourteen	44
Between fourteen and fifteen	81

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Between fifteen and sixteen.....	66
Between sixteen and seventeen.....	43
Between seventeen and eighteen	13
Between eighteen and nineteen.....	3
Between nineteen and twenty.....	2
Between twenty-two and twenty-three ...	1

Average age, fifteen years, four months.

The average age of the several classes received since the opening of the school has been as follows :

	Years.	Months.
Average age of class received September 8, 1868.....	14	7
Average age of class received September 1, 1869.....	14	1
Average age of class received September 1, 1870.....	14	2
Average age of class received September 1, 1871.....	14	6
Average age of class received September 2, 1872.....	14	7
Average age of class received September 1, 1873.....	14	8
Average age of class received September 1, 1874.....	14	5
Average age of class received September 1, 1875.....	14	11
Average age of class received September 1, 1876.....	14	10
Average age of class received September 3, 1877.....	15	..
Average age of class received September 2, 1878.....	15	5
Average age of class received September 1, 1879.....	15	2
Average age of class received September 1, 1880.....	14	10
Average age of class received September 5, 1881.....	15	1
Average age of class received September 2, 1883.....	15	4

COMMENCEMENT.

The Fifteenth Annual Commencement Exercises were held in Music Hall on the afternoon of June 29, 1883. The destruction of Tweddle Hall, in which our commencements had been held for many years, rendered the selection of a new place necessary, and considerable diversity of opinion was expressed on the subject. For many reasons, our own pleasant chapel would be a very convenient and appropriate place for our graduating exercises, but the large audience which it seems absolutely necessary for us to provide for, was an insuperable obstacle. Institutions which graduate small classes experience no such difficulty in affording seats for all who have a valid claim to be present. The proposition

to go to one of our large churches was open to the same objection ; none them were large enough. Only Music Hall remained, and that had been condemned as not provided with sufficient exits in case of fire. But as our exercises were in the day-time, and at a season of the year when there are no fires in the building, and as it was the largest hall in the city, it was thought best to select it. The greatest care and precaution were taken, however, to guard against panic. All the arrangements were made with this danger in view, and policemen were stationed in each of the gallery stair-ways, and at various points throughout the halls and entrances. Our exercises were marked with the usual quiet and perfect order, and the expression in approval of the selection of Music Hall seemed to be unanimous. It is greatly to be regretted that we have in Albany no public hall of large dimensions and safe in regard to egress in case of alarm. Not one-half the demand for tickets for our commencement exercises can at present be satisfied. If many were, this year, disappointed in obtaining tickets, it is, at least, some satisfaction to know that the hall was not overcrowded. The stage was beautifully decorated with floral designs, under the direction of a committee of the lady teachers.

The exercises were opened with prayer by Rev. Dr. Ecob. The programme of the occasion was as follows :

P R O G R A M M E.

PART FIRST.

PRAYER..... By Rev. J. H. ECOB, D. D.

CHORUS—"Joyous Spring".....

SALUTATORY ORATION IN LATIN.....

FRANK H. EASTMAN.

ORATION "The Scholar's Mission."

WILLIAM STREVELL DYER.

READING — "A Ballad of Lauderdale"..... *Phæbe Cary*

ELIZABETH RAE BURN HOY.

ORATION..... "Daniel Webster."

HARRY L. BOUGHTON.

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PART SONG—"Mark the Merry Elves".....*Dr. Calcott.*

READING—"The Spinning Wheel".....*B. F. Taylor.*
GERTRUDE MAY STEIN.

ORATION....."Force of Purpose."
THOMAS HERBERT HURST.

READING—"A Story of the Maine Coast".....*J. T. Trowbridge.*
LAURA NELLIE LEWIS.

ENGLISH HONOR.

ESSAY....."Attention to Minutiae."
ELIZABETH A. THOMPSON.

SOLO—"Art Thou Dreaming?".....*T. S. Lloyd*
GERTRUDE MAY STEIN.

READING—"The Eagle and Child".....*Prof. Wilson.*
ELLA FRANCES GAYNOR.

CASSICAL HONOR.

ORATION....."Crises."
CHARLES BUCKINGHAM COLE.

SOLO—"Sunshine".....*T. S. Lloyd.*
LAURA NELLIE LEWIS.

PART SECOND.

REPORT OF COMMITTEE ON RHETORICAL EXERCISES.

REPORT OF COMMITTEE ON GRADUATING ESSAYS.

REPORT OF COMMITTEE ON ESSAYS IN COMPETITION FOR THE "EASTON
LITERARY MEDAL."

REPORT OF THE COMMITTEE ON "THE LYNCH ART MEDAL."

REPORT OF COMMITTEE ON CLASSICAL ESSAYS.

PRESENTATION OF MEDALS.

CHORUS—"Song of Friendship".....*Mozart.*

PART THIRD.

LATIN-ENGLISH HONOR.

VALEDICTORY.....
GRACE E. WILLIAMS.

ADDRESS TO THE GRADUATING CLASSBy ALDEN CHESTER, Esq
President Board of Public Instruction.

CONFERRING DIPLOMAS.

FAREWELL SONG.

WORDS BY KATE KING WACKERHAGEN.

MUSIC BY GERTRUDE MAY STEIN.

SOLOS BY MISSES DUTCHER, HAYES, WACKERHAGEN AND STEIN.

BENEDICTION.

HONORS AND AWARDS.

LATIN-ENGLISH HONOR.

Highest in Latin-English Division.*

GRACE E. WILLIAMS.

CLASSICAL HONOR.

Highest in Classical Division.*

CHARLES B. COLE.

ENGLISH HONOR.

Highest in English Division.*

ELIZABETH A. THOMPSON.

Best Speaker,

CHARLES B. COLE.

Speakers Commended,

THOMAS H. HURST,

HARRY L. BOUGHTON,

WILLIAM S. DYER.

Best Reader,

ELLA F. GAYNOR.

Readers Commended,

LAURA N. LEWIS,

ELIZABETH R. HOY,

GERTRUDE M. STEIN.

BEST GRADUATING ESSAY.

"Emerson and Carlyle" (signed "Concord").....Mary F. Kirchwey.

ESSAYS COMMENDED.

"Landmarks of English Liberty" (signed "E. L. Howell")

Grace E. Williams.

II.

"Landmarks of English Liberty" (signed "Libertas")....Charles B. Cole.

"Landmarks of English Liberty" (signed "Columbia")..Marguerite Sweet.

"Monuments" (signed "Eileen").. .. .Maria D. Malone.

"Monuments" (signed "Ecce Signum") .. .Elizabeth R. Hoy.

III.

"Building Materials" (signed "Greta").....Angie B. Evers.

"Meditations in a Library" (signed "Una").....Kate K. Wackerhagen.

"Landmarks of English Liberty" (signed "Langton")...Eugene V. Daly.

"Roman Law and Saxon Liberty" (signed "Nom de Plume")...

Benjamin Strasser.

"After Graduation" (signed "Vox Discipulæ").....Mary Kearns.

"Attention to Minutiae" (signed "Kavanagh")...Elizabeth A. Thompson.

"Monuments" (signed "Emo").....Marshall L. Emory.

ESSAYS IN COMPETITION FOR THE EASTON LITERARY MEDAL.

PRIZE.

"Habits, their Growth and Power" (signed "Pentaur")..Eugene W. Harter.

ESSAYS COMMENDED.

"Legacies" (signed "Sigma").....Peter A. Delaney.

"Foundations and Superstructures" (signed "Architect") George B. Gallup.

"Habits" (signed "Mildred") .. .Anna G. Devlin.

"Legacies" (signed "Primus Annus")..... Josephine C. Robbins.

"Steps of Idleness" (signed "Daphne") .. .Nettie L. Cross.

*These three honors are considered of equal rank, but the student whose marks average the highest pronounces the valedictory.

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DRAWINGS IN COMPETITION FOR THE LYNCH ART MEDAL.

PRIZE,	SPECIAL PRIZE,
<i>The Lynch Art Medal,</i>	<i>High School Art Medal of 1883.</i>
SUSIE H. KING.	ALICE L. HOTALING.

HONORABLE MENTIONS.

MAY SHANKS.	BELLE HAWKINS.
MINNIE C. FOSTER.	

PRIZE FOR THE BEST CLASSICAL ESSAY.

PRIZE.

CHARLES B. COLE.

HONORABLE MENTIONS.

ALBERT J. THOMAS.	EUGENE V. DALY.
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MEDALS.

The medal for the best speaking was awarded by the Executive Committee to Charles B. Cole and presented during the Commencement exercises by Chancellor Pier-son ; that for the best reading was awarded by the same committee to Miss Ella F. Gaynor and was presented by Rev. Henry M. King, D. D. The medal for the best graduating essay was awarded by a committee of the faculty of Yale College to Miss Mary F. Kirchwey and was presented by Rev. Wesley R. Davis, D. D. Compe-tition for the above medals is confined to the senior class. The Easton Literary Medal was awarded to Eugene W. Harter and presented by Alderman Charles W. Mead. The Art Medal offered by Commissioner Lynch was awarded to Miss Susan H. King and presented by James F. Tracey, Esq. The committee selected to award this prize were so much impressed with the excellence of the drawing submitted by Miss Alice L. Hotaling that they adjudged her also deserving of a prize, which they them-selves provided, a medal similar in all respects to the Lynch Art Medal, but denominated the "High School Art Medal of 1883," and this medal was presented together with the "Lynch Art Medal" by Mr. Tracey.

The following is a complete list of all medals awarded on commencement occasions :

MEDALS FOR DECLAMATION.

1872 — James M. Ruso.	1878 — Clarence H. Packer.
1873 — James H. Manning.	1879 — Edgar W. Nash.
1874 — Edmund J. Moffat.	1880 — Frederick Z. Rooker.
1875 — Robert W. Hardie.	1881 — Charles S. Schmidt.
1876 — John H. Niles.	1882 — Joseph S. Graham.
1877 — Frank White.	1883 — Charles B. Cole.

MEDALS FOR READING.

1872 — Matilda F. Bridgeford.	1878 — Carrie A. Turner.
1873 — Margaret J. Annesley.	1879 — Emma M. Bassett.
1874 — Alice L. Northrup.	1880 — Jessie M. Hoag.
1875 — Anna M. Kingsbury.	1881 — Anna B. Kilbourne.
1876 — Dora C. Wendell.	1882 — Jessie L. Allen.
1877 — Clara M. Spence.	1883 — Ella F. Gaynor.

MEDALS FOR GRADUATING ESSAYS.

1871 — Mary A. Cochrane.	1878 — Frank W. Hoyt.
1872 — Clara I. Birch.	1879 — Louis W. Pratt.
1873 — Anna A. Groot.	1880 — Fannie A. Van Santford.
1874 — Julia W. Crannell.	1881 — George S. Duncan.
1875 — George W. Kirchwey.	1882 — Hammond La Monte.
1876 — John H. Hickok.	1883 — Mary F. Kirchner.
1877 — Austin B. Bassett.	

EASTON LITERARY MEDAL.

1877 — Elois Colborn.	1881 — Cornelius V. A. Smith.
1878 — Fannie A. Van Santford.	1882 — Elizabeth R. Hoy.
1879 — Sara T. Burt.	1883 — Eugene W. Harter.
1880 — George S. Duncan.	

LYNCH ART MEDAL.

1881 — Della B. Moseley.	1883 — Susan H. King.
1882 — Minnie C. Foster.	

HIGH SCHOOL ART MEDAL OF 1883.

Alice L. Hotaling.

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PRIZE FOR THE BEST CLASSICAL ESSAY.

1883 — Charles B. Cole.

The Valedictorians have been :

1871 — Mary A. Cochrane.	1878 — Frank F. Abbott.
1872 — Lizzie F. Brooks.	1879 — Anna A. Williamson.
1873 — George H. Harrower.	1880 — Frederick Z. Rooker.
1874 — Kate F. Sullivan.	1881 — George S. Duncan.
1875 — George W. Kirchwey.	1882 — Grace G. Green.
1876 — Theobald J. Smith.	1883 — Grace E. Williams.
1877 — Austin B. Bassett.	

NUMBER OF GRADUATES.

1871.....	27	1878.....	69
1872.....	43	1879.....	76
1873.....	46	1880.....	84
1874.....	47	1881.....	73
1875.....	49	1882.....	79
1876.....	65	1883.....	76
1877.....	58		

REVIEW OF THE YEAR.

Nothing in the history of the school during the year calls for special consideration or discussion. The most valuable work in education is unseen. Class-rooms may be visited, test work may be inspected, but the silent influence which forms the mind to right habits of thought and to the appreciation of great motives and fills the heart of the learner with high aspirations does not readily admit of analysis or measurement. The success and usefulness of a school will thus be judged more by its product than by its daily work. And yet teachers differ greatly with reference to skill and efficiency. Some never acquire right methods of instruction. And, therefore, I am glad to bear witness to the marked improvement evinced by some of our teachers. In the difficult and trying work of instruction it is no small achievement to hold one's self under complete control, so that under no cir-

cumstance will patience and good judgment give way. My own opinion of the general excellence of our teaching is abundantly confirmed by the results of the Regents' and other examinations. With reference to the higher tests by which the institution as a whole must be judged, we have ample cause for congratulation. The habits of intelligent application and thoroughness acquired in school are the most immediate conditions of success after graduation. This has been illustrated by the graduates of the High School in various ways—first and most directly by those who continue their studies in higher institutions. The number of prizes and other honors taken by our graduates in various colleges and professional schools, during the past year, is very remarkable. Securing so many sharply contested victories may indicate superior natural ability in our young men; it undoubtedly indicates superior scholarship and training; but it also indicates that which is far more important than either of these as a condition of ultimate success and usefulness—a spirit of self-reliance and hard work. It has always been our hope and aim that our young people might become imbued with this spirit. If they go forth with the clear apprehension that intelligent perseverance and determination are indispensable, a most important preparation for life is secured. But we have better proofs than college honors that those trained in the High and Public schools of this city have a mental outfit of the very best quality. Many of them have already gained for themselves an assured professional or business standing. Some are filling, with credit to themselves and the schools in which they were trained, high and responsible positions. Those who wish to engage in business pursuits readily find advantageous openings; indeed, we have not been able to furnish young men for all the positions which have been offered of late. The oft-repeated slander that the public schools are unfitting our boys and girls to make their way in the world finds no support in the

history of our graduates. Even in immediate availability and readiness for such work as is offered, they have a vast advantage over less intelligent competitors, while in chances of promotion, ability to rise, they are immeasurably in advance.

It is not my intention, nor is it necessary at this late day, to say anything in defense of public high schools, still less would I speak in a way that might seem unfriendly to the private academies. We need more, not less, secondary schools, and all should cultivate their various fields in harmony and good will. But, my attention having been turned to the matter, by a discussion in the last convocation, I made some investigations, and was surprised to find to how large an extent the academies of this State have become public high schools. It has been generally supposed that certain conservative elements had retarded this tendency in the State of New York, and hence that there were fewer high schools in this State, in proportion to the population, than in most of the other Northern States; and such may be the fact. But the following comparative exhibit shows a rapid progress in the reorganization of these institutions into high schools, or academical departments of union schools:

COMPARATIVE NUMBER OF PRIVATE ACADEMIES AND HIGH SCHOOLS REPORTING TO THE REGENTS.

INSTITUTIONS REPORTING.	1865-66.	1870-71.	1875-76.	1880-81.
Private academies.....	190	164	147	79
Public high schools.	22	45	95	160
Total.....	212	209	242	239

The increase in the number of public high schools, and the decrease in the number of private academies, is thus seen to be very marked. In some instances the old academies have disappeared; in most cases they have simply been changed into public schools, and become a

part of the system of graded schools in the city or town where they were situated. A more exact and significant comparison, showing which class of schools is doing most of the work of secondary education in this State at present, is given in the following table, showing the number of Regents' Preliminary Certificates granted:

REGENTS' PRELIMINARY CERTIFICATES GRANTED TO PRIVATE ACADEMIES AND PUBLIC HIGH SCHOOLS.

	1870-71.	1879-80.
Private academies.....	1,201	1,307
Public high schools.....	701	4,160
Total.....	1,902	5,467

Examining the record, with reference to the work which is more advanced and distinctively academic, we find the number of Regents' Intermediate Certificates granted to have been as follows:

Private academies.....	34
Public high schools.....	290
Total	<u>324</u>

The number of Regents' diplomas was:

Private academies.....	25
Public high schools.....	163
Total	<u>188</u>

The increase in the number of high schools during this period was 170 per cent.

The increase in the number of Regents' Preliminary Certificates granted to high schools, was 492 per cent.

The last decade has been a period of agitation and discussion, in matters relating to education. The daily press has abounded with criticisms and suggestions upon the work of every grade of schools. Reformers,

enthusiasts, statesmen and philosophers have alike contributed to fill our periodical literature and state papers with information and advice with reference to educational affairs. That much of this discussion has been intemperate and ill-judged, must be admitted ; but that it has, in the main aided and stimulated educational work, can now be seen. In no department has this progress been more rapid than in the secondary or academic grade of education. New institutions have been called into existence and others, long established, have received a new life and vigor. Methods of instruction have been improved, standards of scholarship have been raised, thoroughness in instruction and in study have been attained. Indeed the development is not adequately represented by the foregoing statistics, since the standard of examination has been in the meantime considerably raised. Probably one-half of those who obtained Regents' Certificates in 1870 would have failed if the examination papers had been as difficult as those issued in 1880. The fact, then, which is most significantly shown by these statistics, is that the secondary schools of this State have made rapid improvement in thoroughness and efficiency. If any one still clings to the venerable theory that the education of a decade, or a generation ago, was better than that of the present, he has but to consult the records of the Regents' examinations in this State. The oft-repeated statement, that completeness of organization and equipment has tended to superficiality, will be seen to be not simply improbable and ridiculous, but glaringly untrue.

There can be no doubt that the multiplication and improvement in the high schools of this State will have an important influence upon public and industrial affairs. The great need of the present time is, not more workmen or more voters, but more intelligent and upright leaders. Demagogues are generally hostile to education ; honest and able statesmen always support it. We need men, in every pursuit and in every grade, to guide the formation of

public sentiment, and direct the industries and enterprises of the world. One of the important functions of the high schools and academies, scattered like watch towers all over the land, is to discover the young men and women of superior merit, and bring them forward into the influence and power which their talents qualify them to exert. The ranks of educated men must be constantly replenished from the village and farm, from the humble as well as from the prosperous home, if we would maintain and elevate the tone of our national and social life.

CHANGES IN THE FACULTY.

The vacancy caused at the beginning of the year, by the resignation of Miss Mary Cochrane, and referred to in my last report, was filled by the election of Miss Helen A. Cochrane. In order to relieve the overcrowding of certain divisions, Miss Agnes R. Davidson, was added to the corps of teachers. About the first of February, Miss Dora C. Wendell severed her connection with the school after a faithful and efficient service of six years. The vacancy was filled by the appointment of Miss Mary P. Russ. During the recent protracted illness of Miss Annesley, her place has been most acceptably filled by Miss Gilbert.

The High School sustained a severe loss in the death of Professor Thomas Spencer Lloyd. He was highly esteemed by his associates and beloved by his pupils, for he always brought to them an hour of rich enjoyment. He had been the teacher of music in the High School since its organization in 1868, and by his skill and efficiency had done much not only to increase the reputation of the school, but also to cultivate in its thousands of pupils a love for the best music. Many of the finest singers in the city owe to him and to the opportunities afforded by the High School the cultivation of voice and knowledge of music which are now so valuable to them. The pupils of the school mourned the death of Professor

Lloyd as of a dear friend and took a melancholy pleasure in sending beautiful floral offerings for his funeral. At a meeting of the Faculty of the High School, held April 12, 1883, the following memorial and resolutions were unanimously adopted. Subsequently they were suitably engrossed and framed and transmitted to the family of the deceased.

"To the Faculty of the Albany High School:

"Your committee, to whom was assigned the sad duty of drafting resolutions relating to the death of Prof. T. S. Lloyd, respectfully presents the following:

"*Whereas*, We have learned with profound sorrow of the sudden death of Professor THOMAS SPENCER LLOYD, who, since the establishment of the Albany High School, has so ably filled the position of Instructor of Music in this institution ;

"*Resolved*, That in the sudden death of Professor Lloyd we mourn the loss of an efficient teacher, a sincere friend and a Christian gentleman.

"*Resolved*, That while in helpless submission we bow to the inscrutable decree of Divine Providence, we deeply mourn the sudden removal of one whose genial disposition at all times won our friendship, whose nobleness of character merited our esteem, whose genius challenged our admiration and whose life was a constant and potent influence for good in the community.

"*Resolved*, That we tender to the bereaved family of the deceased our cordial sympathy in their unspeakable sorrow.

"*Resolved*, That as a mark of respect we attend the funeral of our deceased colleague in a body.

"*Resolved*, That these resolutions be entered in full upon our records, and that a copy of the same be forwarded to the family of the deceased.

"O. D. ROBINSON,

"CHARLES A. HORNE,

"AUSTIN SANFORD,

"Committee."

The school has received the usual number of distinguished visitors during the year, among them, Governor Cleveland and General Eaton. The brief addresses delivered by these gentlemen to the school were models of wise counsel and encouragement to those engaged in the work of self-improvement. The labor and difficulty in obtaining examining committees led the executive committee to dispense with the services of such committees of citizens this year. It is not, however, intended that this should be a permanent change, although the frequency and growing importance of the Regents' examinations have rendered these committees less necessary than formerly. With reference to the Annual Oral Examination, the Executive Committee, with whom the chairman of the Committee on Examinations was associated, have already reported. The Semi-Annual Oral Examination was conducted in the same way. All our examinations on the completion of a study are both oral and written. Whenever it is possible we use the Regents' paper for the written part of the examination. I have been surprised to observe how much more careful scholars will usually be in preparing for an oral, than in preparing for a written, examination. The Regents' Advanced Academic Examinations have been held as usual during the year.

The number who have passed these tests in each study during the past three years is shown by the following table:

	1880-81.	1881-82.	1882-83.
Algebra	49	78	73
American History	94	116	163
Astronomy	18	18	10
Book-keeping	2	2	5
Botany	17	29	38
Cæsar	93	47	38
Chemistry	37	44	28
Cicero	22	20	26
Drawing	70	70	70
English Literature	15	48	72
French	5	5	5
Geometry	54	75	75
Geology ..	2	2	12
German	10	10	4
History of England	5	5	11
History of Greece	29	24	10
History of Rome	93	117	75
Homer's Iliad	10	7	6
Latin Prose Composition	25	8	12
Mental Philosophy	45	68	61
Moral Philosophy	43	50	61
Physics	7	19	15
Physiology	52	51	65
Physical Geography	96	114	80
Political Economy	28	64	63
Rhetoric	29	41	28
Sallust's Catiline	9	11	7
Trigonometry	24	23	29
Virgil's Æneid	40	33	57
Virgil's Eclogues	15	10	8
Xenophon's Anabasis	23	5	15
Zoölogy	41	68	73
Total	956	1,204	1,204

'These Regents' examinations occur three times each year. The result of each of them is indicated in the following table. In most cases where none are reported as having passed, there were no candidates to take the examination in that subject.

	Nov'mb'r, 1883.	March, 1883.	June, 1883.	Total.
Algebra.....	45	3	25	73
American History.....	72	2	88	162
Astronomy.....	...	...	10	10
Book-keeping.....	...	...	5	5
Botany.....	9	10	19	38
Cæsar.....	2	9	27	38
Chemistry.....	...	...	28	28
Cicero.....	1	7	18	26
Drawing.....	...	...	70	70
English Literature.....	2	68	2	72
French.....	...	...	5	5
Geometry.....	1	46	28	75
Geology.....	9	3	...	12
German.....	1	3	...	4
History of England.....	1	5	5	11
History of Greece.....	1	5	4	10
History of Rome.....	18	41	16	75
Homer's Iliad.....	...	2	4	6
Latin Prose Composition.....	...	...	12	12
Mental Philosophy.....	...	48	13	61
Moral Philosophy.....	...	...	61	61
Physics.....	...	...	15	15
Physiology.....	23	41	1	65
Physical Geography.....	1	7	72	80
Political Economy.....	36	26	1	63
Rhetoric.....	4	24	...	28
Sallust's Catiline.....	6	1	...	7
Trigonometry.....	29	...	...	29
Virgil's Æneid.....	20	...	37	57
Virgil's Eclogues.....	3	5	...	8
Xenophon's Anabasis.....	1	8	11	15
Zoölogy.....	54	15	4	73

All the divisions of the First Year Class took the Regents' Examination, in June, in both Algebra and Physical Geography. The number of pupils in each division who successfully passed in these studies is indicated in the following table :

	PUPILS WHO PASSED REGENTS' EXAMINATION.	
	Algebra.	Physical Geography.
First English Division .....	.....	15
Second English Division	1	6
Third English Division .....	.....	.....
First Latin Division	12	12
Second Latin Division	6	20
Third Latin Division	1	11
Fourth Latin Division .....	.....	1

The number of "Academic Scholars" — that is, those holding Regents' preliminary certificates — in the institution each year since it was received under the visitation of the Regents has been as follows :

1872-73	130
1873-74	250
1874-75	320
1875-76	348
1876-77	401
1877-78	447
1878-79	455
1879-80	501
1880-81	466
1881-82	471
1882-83	473

AMOUNT APPORTIONED BY THE REGENTS OF THE UNIVERSITY TO THE ALBANY HIGH SCHOOL.

January, 1874.	For free instruction.....	\$2,223 00
November, 1874.	From literature fund... ..	1,286 50
January, 1875.	For apparatus, etc.....	250 00
January, 1875.	For free instruction.....	1,342 00
January, 1875.	From literature fund.....	2,448 57
December, 1875.	From literature fund.....	1,683 58
February, 1876.	For apparatus, etc.....	250 00
December, 1876.	From literature fund.....	1,942 18
January, 1877.	For apparatus, etc.....	250 00
January, 1878.	From literature fund.....	2,064 12
January, 1879.	From literature fund.....	2,332 19
January, 1880.	From literature fund.....	2,233 07
January, 1880.	For apparatus, etc.....	200 00
January, 1881.	From literature fund.....	2,403 86
January, 1881.	For apparatus, etc.....	200 00
January, 1882.	From literature fund.....	2,093 99
January, 1883.	From literature fund.....	2,168 63
Total amount received since January, 1874....		<u>\$25,372 69</u>

This sum should be deducted from the expense of the school for the same period, in order to exhibit the real cost to the city.

DIXON PENCIL PRIZE DRAWINGS.

Two years ago the system of awarding prizes for lead-pencil drawings was commenced by the Dixon Graphite Pencil Co. of Jersey City. The following is the report of the judges for the season of 1882 and 1883:

The judges were Miss Josephine Locke, Supervisor of Drawing in the Public Schools of St. Louis, Mo.; Mr. Henry Hitchings, Director of Drawing in the Boston (Mass.) schools; and Mr. James Smilie, of New York.

The total number of drawings received was 354: males, 126; females, 228. They represent 25 States in the Union.

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To pupils from art schools, prizes were awarded as follows :

NAME.	Address.	Amount of prize.	Kind of drawing.
E. B. Stewart	Lynn, Mass.	\$15 00	Object or cast.
Miss Abbie L. King	Hartford, Conn.	12 00	Cast or object.
Ernest L. Proctor	Lynn, Mass.	10 00	Cast or object.
Chas. H. Woodbury	Lynn, Mass.	8 00	Cast or object.
Anna B. Van Fleet	New York, Woman's Institute of Technical Design	25 00	Original design.
Carrie De Clyne	New York, Woman's Institute of Technical Design	20 00	Original design.
C. D. Jacques	New York, Woman's Institute of Technical Design	15 00	Original design.
A. S. Woodcock	New York, Woman's Institute of Technical Design	10 00	Original design.
Mary Fairchild	St. Louis, Mo.	25 00	Life.
Sidney P. Guild	Lynn, Mass.	12 00	Life.
Miss McDougall	New York	10 00	Life.
M. L. D. Watson	Morristown, N. J.	8 00	Life.

To pupils from Normal Schools, prizes were awarded as follows :

NAME.	Address.	Amount of prize.	Kind of drawing.
Belle Gregory	Tonica, Ill.	\$15 00	Cast or object.
M. M. Guist	Titusville, Pa.	12 00	Cast or object.
Louise Payne	San Jose, Cal.	10 00	Cast or object.
Agnes Howell	Dixon, Ill.	8 00	Cast or object.
Mary F. Dewing	Baltimore, Md.	25 00	Original design.
Jennie Sterling	Baltimore, Md.	15 00	Original design.
Alethea Owings	Baltimore, Md.	15 00	Original design.
Lucy F. Hudgins	Baltimore, Md.	10 00	Original design.

To pupils from High Schools, the following prizes were awarded :

NAME.	Address.	Amount of prize.	Kind of drawing.
David S. Kots	South Bend, Ind.	\$25 00	Original design.
Ella M. Chase	Washington, D. C.	20 00	Original design.
Nathan M. Allen	Lancaster, Mass.	15 00	Original design.
Fred. L. Emery	Lexington, Mass.	10 00	Reproduction copy.
Alice Hotelling	Albany, N. Y.	10 00	Reproduction copy.
Suele M. King	Albany, N. Y.	10 00	Reproduction copy.
Mary Shanks	Albany, N. Y.	10 00	Reproduction copy.

To pupils from Grammar Schools, the following prizes were awarded :

NAME.	Address.	Amount of prize.	Kind of drawing.
Bessie A. Grindrod....	Albany, N. Y.....	\$20 00	Original design.
Almon H. Millard....	Albany, N. Y.....	15 00	Original design.
Howard Fowler.....	Madeira, O.....	10 00	Original design.
Clara B. Croesman....	Swampscott, Mass.....	20 00	Life.
Emogene Hazeltine....	Jamestown, N. Y.....	15 00	Life.
Frederic K. Baush. . .	St. Louis, Mo.....	10 00	Life.

And six others, varying from three dollars to eight dollars.

To pupils from Private Schools, the following prizes were awarded :

NAME.	Address.	Amount of prize.	Kind of drawing.
Amelia Langley	New York.....	\$5 00	Cast or object.

Three others, from two dollars to three dollars.

To pupils in Primary, Intermediate, Kindergarten and other schools, below the grade of Grammar Schools, the following prizes were awarded :

NAME.	Address.	Amount of prize.	Kind of drawing.
Anna W. Hill.	Tough Kenamon, Pa.....	\$10 00	All kinds. Assorted.
M. Ella Ashbridge....	West Chester, Pa.	8 00	
Lena Hickey.....	Syracuse, N. Y.....	7 00	
G. G. Cotton.....	Elma, N. Y.....	5 00	

And thirty-one others, varying from one dollar to three dollars.

In addition to these, there were ninety other prizes of a beautiful case of artists' pencils, given to the ten best drawings in the respective classes, after the cash prizes were awarded, several of which were awarded to pupils of the Albany schools.

Besides our usual medals the school had the good fortune to receive this year two additional prizes — one, the extra medal given by the Committee on Drawing (in addition to that offered by Commissioner Lynch), and another which was offered for the best Classical Essay. A gen-

tleman, who does not wish his name to be made public in the matter, offered to present to the High School a certain sum of money sufficient to furnish a prize of \$15 a year for three years. The offer was thankfully accepted, and after consultation it was determined to award the prize to the author of the best Classical Essay. Such essays have been required for many years from the classical division of the senior class, and this prize will happily emphasize a very useful feature in the work of the senior year. As elsewhere stated, the prize was awarded this year by a committee of classical scholars to Charles B. Cole, and the essay is published in the Merit Roll.

With hearty acknowledgments for your kind supervision and generous regard for the wants of the school, I remain, gentlemen of the Board,

Very respectfully yours,

JOHN E. BRADLEY.

Principal.

ESSAY READ BEFORE THE ALBANY PUBLIC SCHOOL TEACHERS.

By E. E. PACKER, Principal Grammar School No. 12.

SCHOOL ROOM MANNERS.

By the term manners is meant the *style* or *way* in which a person conducts or deports himself in his intercourse with others. It must, therefore, necessarily be true that the variety of styles in manners is almost, or quite, as great as the number of individuals exhibiting them.

Notwithstanding this unlimited diversity, however, it is the custom — and I think a correct one — to bring all varieties under two significant heads, viz., *good* manners and *bad* manners. Thus we say of a person's manners, they are good or bad, pleasing or displeasing, agreeable or disagreeable, refined or coarse. Of the man or woman we say he or she is well mannered or ill mannered, well bred or ill bred. In regard to what constitutes manners, either good or otherwise, we have a variety of suggestions from many eminent authorities. Swift says: "Good manners is the art of making those people easy with whom we converse." Burke distinguishes the two styles of behavior by saying "that manners are either good or bad according as they soothe or vex, purify or corrupt, exalt or debase, refine or barbarize us, and that we are affected by the one or the other, with a constant, steady, uniform, insensible operation, like that of the air we *breathe in*." Almost anyone, on being asked what he thought of the manners of an individual, would, I think, base his answer on the fact of their being pleasing to him, or the opposite. We may, then, define good manners as the art of pleasing others. Let me not be understood, however, as intimating that proper

behavior can, in any true sense, consist in a studied effort to please others merely for the sake of pleasing or of winning favor. To be an actual, constant source of pleasure to others, our conduct must spring from a motive far different from that — must be divested of selfishness; must have for its core and center an abiding purpose to benefit as well as please our associates. In fact, I think this may be taken as the basis of good breeding. Emerson says: "Good manners consist in making constant petty sacrifices for others." And the Scriptural injunction that every man should esteem others better than himself is a very suggestive one.

Certain it is that to possess and show forth such a spirit at all times would make a gentle man or gentle woman in the truest sense. Of the desirableness of good manners there cannot be the slightest question. That it is the duty of every one to acquire the habit of practicing good breeding at all times and under all circumstances, that those who come under his influence may be properly led and instructed, is equally manifest. One writer says: "Even *virtue*, coupled with forbidding manners, offends us." Tully remarks, "that virtue and good breeding are so nearly related that it is almost impossible to separate the one from the other; that as the *beauty* of the body always accompanies the *health* of it, so proper deportment is concomitant to virtue; and as beauty of body with an agreeable carriage pleases the eye so does the decency of behavior, which appears in our lives, obtain the approbation of all with whom we converse, from the order, consistency and moderation of our words and actions."

Since, then, the importance of good manners is so apparent, the duty of inculcating the same in school by *example always*, by *precept* when there is suitable opportunity, is beyond doubt. And this brings us directly to the consideration of our topic: School-room Manners.

In admitting the propriety of the demand that the deportment of the teacher should always be exemplary and above criticism in the presence of her scholars, none of us can be insensible of the innumerable difficulties that lie in the way of

its complete fulfilment. To be always civil when treated with incivility, to smile tranquilly when burdened with annoyance, to be mild yet firm, to be forbearing yet decided, to be patient but not lax, to hate the evil deed yet love the doer of it, never to lose faith in the ultimate fruit of kind words and loving deeds, to suffer long and be kind, to envy not, not to behave unseemly, not to be provoked, to think no evil, to bear all things, to believe all things, to hope all things, in a word, to be angelic where all else is intensely human, is a task that it falls to the lot of but few mortals to be able to perform.

While we all readily recognize the difficulty of attaining unto the excellence of such a high standard, we are also painfully conscious, not only from personal experience but from observation of others, that teachers, as a rule, fall far below what might reasonably be required of them, relative to their deportment when engaged in school work.

Manner cannot be dissociated from one single act in the school-room, nor can the value of correct and salutary manner be overestimated. A teacher's success as an instructor or a disciplinarian depends more largely upon manner than any other circumstance. It is the very *soul* of all he does. Therefore, the spirit and temper with which instruction is imparted, errors corrected, reproof administered, encouragement given, punishment inflicted, approbation expressed or faults pointed out, call for the utmost watchfulness and care. If a teacher would have his scholars respectful and courteous toward him, let him be so toward them. If he fails to receive the esteem of his pupils it is because he has not proven his title to it.

Moreover, no teacher is qualified to reprove a scholar for ill-temper, for impatience, or for any act of disobedience, if he is sometimes guilty of exhibiting a like infirmity, or is disobedient to the laws of proper behavior to which he is amenable.

Allow me now to be somewhat specific in alluding to certain things about which much care should be exercised. A teacher should never invite attention, by word or act, to any

natural defect or peculiarity of a scholar, whether physical or mental.

A teacher should also avoid making any remark that, in any manner, reflects upon the judgment or good sense of a parent. Within the limits of my remembrance it happened that a teacher seriously offended the parents of two pupils by saying to them injudiciously and, possibly, pettishly, that she wished their mother would either keep them at home or stop feeding them on a certain article of diet, of which the teacher affirmed she had very *strong* proof of their having partaken. The result of this indiscretion was that the teacher lost the esteem and good will of the parents and others who sympathized with them, and two very desirable scholars were withdrawn from school.

While insisting that every pupil should present himself in the school-room in a proper state of cleanliness of person and apparel, the utmost caution should be observed by the teacher to avoid making him feel that he is meanly clad as compared with others in the room. If a boy come to his place with unwashed hands or uncombed hair, would it not be the part of courtesy as well as wisdom to call him quietly aside, remind him of his neglect and send him home to remedy his condition? And will not the wish of the teacher, manifested in this delicate way, to spare the boy unnecessary mortification, have a more salutary effect than severe reproof? No doubt his improved appearance on his return will be all the explanation needed by his associates to account for his absence.

Again, a teacher should never *feel*, much less *show*, impatience on account of dullness or slowness of comprehension. And I would like right here to add that impatience with a dull scholar is, in my view, one of the most censurable faults of which a teacher can be guilty — perhaps one of the most common.

No scholar should be told nor be made to feel that he is stupid. Convince him of that, and you at once furnish him an excuse for relaxation of effort and for failure. It is the height of imprudence as well as discourtesy to tell a scholar he

is incapable. Should he not the rather be made to feel by the unwearied patience of his teacher and by every encouragement and incentive that he can command that persistent effort will at last bring success? Perhaps you may have heard a teacher remark that such a scholar was insufferably dull, and that if he were only rid of him his class would be quite to his mind — and this in the presence of the pupil.

Still further, a teacher should not frequently, nor ever, allude to a certain scholar as being the most troublesome or worst-behaved in her class. Such a statement, often reiterated, cannot fail to have a hardening effect, and may finally lead the pupil to believe that he is incorrigible beyond reclaim. Once more, a teacher should never by his manner lead a scholar to believe, no matter how troublesome he may be, that he has a personal dislike to him. Should this really come about, his power thenceforth to control or influence him will be at an end.

Again, do not charge a pupil with having dishonest or improper motives, unless you have the means of proving your allegation. If a boy leave his book at home accidentally or otherwise, do not accuse him of doing it on purpose to avoid study. In any case, he will deny the "soft impeachment," and if your suspicion should be true, you will cause the boy to lie; if *untrue* you will do him an injustice.

Finally I would add, in this connection, that a teacher should not reply to requests made for special privileges, in an ungracious, complaining, grudging sort of manner. The scholar is either entitled to receive that for which he asks, or is not. It is the province of the teacher to determine which, in his judgment, it is. Having thus decided, let him grant the request cheerfully and pleasantly, or deny it firmly and courteously.

For the moral atmosphere pervading his school-room every teacher is solely and wholly responsible. If there are sunlight and joyousness, cheerfulness and animation, and evident interest and pleasure displayed in the imposed duties, it is because he has placed them there. If, on the contrary, there is uneasiness, and restless inattention to the work in hand, if indiffer-

ence and ill-temper are shown, if careless and slovenly habits are prevalent, it is because the teacher has won them to nothing better. Every teacher inevitably sees in his pupils a correct reflection of his own manner and spirit (of course, I refer to her scholars as a whole or class, in which there may be, for a while, individual exceptions). If the manners of the scholars are not satisfactory to the teacher, it is equally true that his are not so to them. Such a teacher must work a reform in his own conduct before one can be wrought in that of his pupils. You and I have seen a teacher fail to control a certain class, or to win their respect; but when the same scholars had passed into other and different hands, the trouble ended.

Doubtless teachers often fail to give proper thought to their deportment toward, and in the presence of, their scholars, because they do not fully comprehend the nature of the relation existing between teacher and scholar, the obligations it imposes, and the rights of each it involves. I have seen teachers who seemed to think their scholars had no rights they were bound to respect; as if school were an institution provided by benevolently disposed individuals, for the sole benefit of the teacher; to furnish a comfortable, respectable employment, with fair remuneration; therefore, any scholar that annoyed them or taxed their patience, was to be treated as a nuisance, and endured till got rid of. Such teachers seem to forget or never to have apprehended the fact that the girl or boy most perverse in disposition, most forward in tendency, is the one most unfortunate, and, therefore, most entitled to sympathy and aid; that the one most disinclined to submit to wholesome restraint and to apply himself to required duties, is the one for whom most unflagging effort should be made.

It has often been a matter of very great surprise to me to see how readily teachers become discouraged in treating such a case as I have alluded to. Their manner toward such a scholar often indicates that he is an object of aversion to them; that they tolerate him simply as a necessity, virtually confessing their inability to benefit him, even if they do not betray

a lack of desire to do it. They strike their colors before fairly entering the contest. They show the white feather before the battle begins. They confess that the scholar out-wills them and out-generals them on the very eve of the engagement. Instead of studying their own resources and employing them to the best advantage, instead of finding out by patient investigation the approaches to the mind and heart they wish to capture, they rail and fret, vexing themselves, and leaving the object of their endeavors more defiant and impregnable than before. If in every such instance a teacher set himself to work on with untiring purpose, never betraying impatience or discouragement, never exacting anything unreasonable, always exhibiting a true interest for the welfare of the scholar, think you the issue would be doubtful? But it may be urged that the duties required at the hands of the teacher are so numerous, and the time so short as to render it well nigh impossible to give such individual attention as is demanded in extreme cases. True, the time is short — all too short to be wasted in mistakes, too brief to be used in blowing away with the breath of a hasty word the good influence of a precept uttered but a breath before; but long enough to accomplish something, possibly much, if the words are wisely chosen, and always enforced with fitting example. To have convinced a child, inclined to wrong-doing, that the right is better than the wrong, that the good is preferable to the bad, and to have awakened one real aspiration for the right and good, is to have done a work of no mean importance. It may also be claimed that it is not the province of a teacher in a public school to teach morals, that it is the duty of the parent and of the Sunday-school teacher to do this. But every teacher *is* a teacher of morals whether she wills it to be so or not. Whatever the influence at home or in Sunday school, the responsibility for the moral training of a child is a divided one, falling largely on the teacher of the day school. It seems to me impossible that moral development should not keep pace with mental growth; and when we reflect that a child, in passing through one of our grammar schools, spends, during that time, nine

years of its life, when the mind is most plastic and susceptible to external influences, the inference is too obvious to need mention.

Yet character-building is necessarily a slow work. The little growth we fancy we can see to-day, seems on the morrow to be stamped out by the adverse influence of the streets, or perchance the home. The brick we thought so securely imbedded in its place, the nail so firmly driven home and clinched, are wrenched from their places by mischievous hands, and our labor appears lost.

But if what we do receives the sanction and the aid of the Master Builder, it will not prove fruitless of results. See how slow is the process of mental development. Why should we be disheartened because moral growth is equally so? Our stubborn nature yields but slowly to the most salutary treatment. And, after all, every man, even at maturity, finds himself but a modified form of the boy he always was — just slightly "*conventionalized*."

The giant oak that crowns yonder hill did not attain its present size in a day or a year. Its massive trunk *now* defies the onset of the fiercest tempest; but *once* it was easily swayed by the passing breeze. Its outspreading branches, so grand and strong, were once but insignificant twigs. Up through the resisting mould it pushed its way to the light and the air. In reaching out its tiny shoots for nourishment, it touched the uncongenial rock and found the soil preoccupied by older and stronger roots. The necessary light and heat were denied it by the foliage of more pretentious saplings. Added to all this, stern old winter returned again and again, stripped it of its leaves, drove its chilled blood to its roots, and having wrapped it about with its spotless cerement, left it to slumber in seeming lifelessness. But spring, with its brightness and warmth, succeeded to the season of cold, and dissolved the snow into softening nourishing drops. And summer came on at length, and, sending down its kindly rays, lured the young shrub to life and activity again. And so the struggle was renewed year by year, until the glorious old oak

stands complete in its sturdy beauty and vigor — the work of a century.

The growth of moral character is scarcely less laborious and slow than that of the oak. The best influences of home and of school, and the most effective appliances of Christian civilization often seem well nigh overborne by opposing forces. How doubly important then, especially to those children who do not receive proper instruction at home and elsewhere, that they have instilled into their minds, by the encouraging words and correct example of their teacher, those graces and virtues which form the only foundation of good breeding and right living!

ALBANY HIGH SCHOOL—ENGLISH COURSE OF STUDY.

YEAR.	Semester.	English Language and Literature.	Mathematics.	History.	Natural Science.	Physical Science.	Mental and Social Science.
FIRST.	First.	English Grammar and Analysis.	Algebra.		Physiology.		
	Second.	English Grammar and Analysis.	Algebra.		Physical Geography.		
SECOND.	First.	Rhetoric and Composition.	Geometry.		Zoology.	Physics. (Commenced).	
	Second.	Rhetoric and Composition.	Geometry.			Physics. (Completed).	
JUNIOR.	First.	English Literature.	* Trigonometry.	English History.	† Geology.		
	Second.	English Literature.	‡ Surveying.	§ General History.	Botany. (Commenced).	Chemistry.	
SENIOR.	First.		Algebra. (Reviews).		Botany. (Completed).		Mental Science. Political Economy.
	Second.		Book-keeping and Arithmetic.			Astronomy.	Mental Science. Moral Science.

* Optional with Geology.
† Optional with Trigonometry.
‡ Optional with History.
§ Optional with Surveying.

In addition to the branches of study specified above, general exercises, including Reading, Spelling, Penmanship, Declamation or Select Readings, and Composition, are required of the whole school. Each course is so arranged as to require of each pupil three recitations daily. After the first year French or German may be added, at the option of the student.

Cur Schools.

YEAR.	SEMESTER.	RE	GEOGRAPHY	MISCELLANEOUS.
	1	Chart 24 page from the		Penmanship, Music, Drawing, Quotations, Object Lessons and Calligraphy, as set forth in the Manual.

ALBANY HIGH SCHOOL—ENGLISH COURSE OF STUDY.

Year.	Semester.	English Language and Literature.	Mathematics.	History.	Natural Science.	Physical Science.	Mental and Social Science.
FIRST.	First.	English Grammar and Analysis.	Algebra.		Physiology.		
	Second.	English Grammar and Analysis.	Algebra.		Physical Geography.		
SECOND.	First.	Rhetoric and Composition.	Geometry.		Zoology.	Physics. (Commenced).	
	Second.	Rhetoric and Composition.	Geometry.			Physics. (Completed).	
JUNIOR.	First.	English Literature.	* Trigonometry.	English History.	† Geology.		
	Second.	English Literature.	‡ Surveying.	§ General History.	Botany. (Commenced).	Chemistry.	
SENIOR.	First.		Algebra. (Reviews).		Botany. (Completed).		Mental Science. Political Economy.
	Second.		Book-keeping and Arithmetic.			Astronomy.	Mental Science. Moral Science.

* Optional with Geology.
† Optional with Trigonometry.
‡ Optional with History.
§ Optional with Surveying.

In addition to the branches of study specified above, general exercises, including Reading, Spelling, Penmanship, Declamation or Select Readings, and Composition, are required of the whole school. Each course is so arranged as to require of each pupil three recitations daily.

City Schools.

YEAR.	SEMESTER.	REMARKS.	GEOGRAPHY	MISCELLANEOUS.
	1	Chart 24 page from the		Penmanship, Music, Drawing, Quotations, Object Lessons and Callisthenics, as set forth in the Manual.

ALBANY HIGH SCHOOL—ENGLISH COURSE OF STUDY.

Year.	Semester.	English Language and Literature.	Mathematics.	History.	Natural Science.	Physical Science.	Mental and Social Science.
FIRST.	First.	English Grammar and Analysis.	Algebra.		Physiology.		
	Second.	English Grammar and Analysis.	Algebra.		Physical Geography.		
	First.	Rhetoric and Composition.	Geometry.		Zoology.	Physics. (Commenced).	
	Second.	Rhetoric and Composition.	Geometry.			Physics. (Completed).	
JUNIOR.	First.	English Literature.	* Trigonometry.	English History.	† Geology.		
	Second.	English Literature.	‡ Surveying.	§ General History.	Botany. (Commenced).	Chemistry.	
	First.		Algebra. (Reviews).		Botany. (Completed).		Mental Science. Political Economy.
	Second.		Book-keeping and Arithmetic.			Astronomy.	Mental Science. Moral Science.

* Optional with Geology.
† Optional with Trigonometry.
‡ Optional with History.
§ Optional with Surveying.

In addition to the branches of study specified above, general exercises, including Reading, Spelling, Penmanship, Declamation or Select Readings, and Composition, are required of the whole school. Each course is so arranged as to require of each pupil three recitations daily. After the first year French or German may be added, at the option of the student.

City Schools.

YEAR.	SEMESTER.	REMARKS.	GEOGRAPHY	MISCELLANEOUS.
	1	Chart 24 page from the		Penmanship, Music, Drawing, Quotations, Object Lessons and Callisthenics, as set forth in the Manual.

ALBANY HIGH SCHOOL — LATIN-ENGLISH COURSE OF STUDY.

YEAR.	Semester.	Latin.	English Language and Literature.	Mathematics.	History.	Natural Science.	Physical Science.	Mental and Social Science.
FIRST.	First.	Latin Grammar and Reader.		Algebra.	Roman History.			
	Second.	Latin Grammar and Reader.		Algebra.		Physical Geography.		
SECOND.	First.	Cæsar's Commentaries.		Geometry.		Zoology.		
	Second.	Cæsar's Commentaries.		Geometry.			Physics.	
JUNIOR.	First.	Virgil's Æneid.	English Literature.		General History.			
	Second.	Virgil's Æneid.	English Literature.				Chemistry.	
SENIOR.	First.	Cicero's Orations.						Mental Science. Political Economy.
	Second.	Cicero's Orations.						Mental Science. Moral Science.

See foot-notes on page 146.

ALBANY HIGH SCHOOL — CLASSICAL COURSE OF STUDY.

Year.	Semester.	Latin.	Greek.	Mathematics.	History.	Natural Science.
FIRST.	First.	Latin Grammar and Reader.		Algebra.	Roman History.	
	Second.	Latin Grammar and Reader.		Algebra.		Physical Geography.
SECOND.	First.	Cesar's Commentaries.	Greek Grammar and Reader.	Geometry.		
	Second.	Cesar's Commentaries.	Greek Grammar and Reader.	Geometry.	Greek History.	
JUNIOR.	First.	Virgil's <i>Æneid</i> .	Xenophon's <i>Anabasis</i> .		General History.	
	Second.	Virgil's <i>Æneid</i> . Latin Prose Composition.	Xenophon's <i>Anabasis</i> .			
SENIOR.	First.	Virgil's Eclogues. Cicero's Orations.	Homer's <i>Iliad</i> .	Arithmetic.		
	Second.	Cicero's Orations.	Homer's <i>Iliad</i> . Greek Prose Composition.	Algebra and Geometry reviewed. Book-keeping.		

See foot-notes on page 146.

1883-84.

BOARD OF PUBLIC INSTRUCTION.

ROOMS:

High School Building, Eagle Street, cor. Columbia.

Members.			
NAMES.	RESIDENCE.	PLACE OF BUSINESS.	TIME EXPIRES.
ALDEN CHESTER, - - -	285 CLINTON AVE., -	51 STATE ST., - - -	June, 1884
HERMAN BENDELL, - -	109 EAGLE ST., - -	109 EAGLE ST., - - -	June, 1886
GEORGE B. HOYT, - - -	184 EAGLE ST., - -	180 HUDSON AVE., - -	June, 1885
JOHN A. McCALL, JR., -	461 STATE ST., - -	NEW CAPITOL, - - -	June, 1885
HENRY W. LIPMAN, - -	80 DOVE ST., - - -	489 BROADWAY, - - -	June, 1886
DOUW H. FONDA, - - -	98 LANCASTER ST., -	70 STATE ST., - - -	June, 1886
PETER J. FLINN, - - -	787 BROADWAY, - -	860 BROADWAY, - - -	June, 1884
CHARLES E. JONES, - -	140 STATE ST., - -	140 STATE ST., - - -	June, 1884
JAMES M. RUSSO, - - -	292 HUDSON AVE., -	37 MAIDEN LANE, - -	June, 1885
HENRY T. SANFORD, - -	202 CENTRAL AVE., -	74 STATE ST., - - -	June, 1885
ROBERT D. WILLIAMS, -	200 STATE ST., - -	488 BROADWAY, - - -	June, 1886
EDWARD J. GRAHAM, -	40 DELAWARE ST., -	UNION DEPOT, ROOM 13	April, 1884

Officers of the Board.

ALDEN CHESTER, - - - - - *President.*

CHARLES W. COLE, - *Superintendent of Schools and Secretary.*

RESIDENCE, 192 ELM STREET.

ALEXANDER SAYLES, - - - *Superintendent of Buildings.*

RESIDENCE, 219 LIVINGSTON AVENUE.

WILLIAM K. BROWN, - - - - - *Clerk.*

RESIDENCE, 104 COLUMBIA STREET.

STATED MEETINGS
OF THE
BOARD OF PUBLIC INSTRUCTION:
FIRST AND THIRD MONDAYS IN EACH
MONTH EXCEPT AUGUST.



TEACHERS' MEETINGS.

Principals meet with the Superintendent for Consultation and Discussion on the Second Tuesday of each Month, at the High School.

Meetings of Teachers of other Grades at the call of the Superintendent.

WOMEN TEACHERS' ASSOCIATION MEETS ON THE
SECOND MONDAY OF EACH MONTH.



OFFICE HOURS
OF
SUPERINTENDENT OF SCHOOLS AND SUPERINTENDENT OF BUILDINGS.

Superintendent of Schools :

12 M. TO 1 P. M., AND 4 TO 5 P. M. ON SCHOOL DAYS ; 9 A. M. TO 1 P. M. ON SATURDAYS.

Superintendent of Buildings :

11.30 A. M. TO 12.30 P. M.

Standing Committees.

RULES AND REGULATIONS.		
WILLIAMS,	FONDA,	SANFORD.
FINANCE AND ACCOUNTS.		
McCALL,	SANFORD,	WILLIAMS.
TEXT-BOOKS AND COURSE OF STUDY.		
BENDELL,	FONDA,	HOYT.
EXAMINATIONS.		
HOYT,	RUSO, JONES,	GRAHAM.
CONSTRUCTION AND REPAIRS.		
FLINN,	JONES, FONDA,	SANFORD.
SUPPLIES.		
LIPMAN,	HOYT,	GRAHAM.
MUSIC AND DRAWING.		
RUSO,	LIPMAN,	WILLIAMS.
HIGH SCHOOL.		
CHESTER,	FLINN, BENDELL,	McCALL.
EXCUSES OF TEACHERS.		
GRAHAM,	WILLIAMS,	FLINN.
LAW.		
SANFORD,	RUSO,	McCALL.
PRINTING.		
JONES,	LIPMAN,	RUSO.
LIBRARY.		
FONDA,	HOYT, McCALL,	CHESTER.
HYGIENE.		
BENDELL,	FLINN,	JONES.

SUB-COMMITTEES.

No. 1.	Schools.	No. 3.	Schools.
J. M. RUSO.....	Nos. 8, 25.	C. E. JONES.....	Nos. 17, 20.
H. BENDELL... ..	No. 14.	P. J. FLINN.....	Nos. 1, 6.
E. J. GRAHAM... ..	No. 15.	R. D. WILLIAMS..	Nos. 13, 23.
No. 2.		No. 4.	
GEO. B. HOYT... ..	Nos. 7, 11.	J. A. McCALL, Jr..	Nos. 12, 18.
H. W. LIPMAN... ..	Nos. 10, 24.	A. CHESTER.....	Nos. 5, 22.
D. H. FONDA.... ..	Nos. 2, 9, 19.	H. T. SANFORD...	Nos. 3, 21.

OFFICERS

OF THE

Board of Public Instruction since its
Organization in 1866.

PRESIDENTS.

Terms of service.

* JOHN O. COLE ¹	1866-1869
GEORGE W. CARPENTER.....	1869-1871
CHARLES P. EASTON.....	.... 1872
ADDISON A. KEYES.....	1873-1874
CHARLES P. EASTON.....	1875-1880
HERMAN BENDELL.....	1881-1882
ALDEN CHESTER.....	1883

SUPERINTENDENTS OF SCHOOLS AND SECRETARIES.

* HENRY B. HASWELL ²	1866-1869
* JOHN O. COLE ³	1869-1878
CHARLES W. COLE.....	1878

SUPERINTENDENTS OF BUILDINGS.

JOHN G. TREADWELL ⁴	1872-1879
ALEXANDER SAYLES.....	1879

* Deceased.

¹ Resigned October 4, 1869, and elected Superintendent and Secretary.

² Died in office August 10, 1869.

³ Died in office January 4, 1878.

⁴ Resigned March 3, 1879.

M E M B E R S

OF THE

Board of Public Instruction since its
Organization in 1866.

When chosen.		Term of service.
1866..	* JOHN O. COLE † ¹	1866-1869
1866..	GEORGE W. CARPENTER †.....	1866-1872
1866..	MICHAEL DELEHANTY †.....	1866-1869
1866..	CHARLES P. EASTON †.....	1866-1881
1866..	PAUL F. COOPER †.....	1866-1868
1866..	JOHN G. TREADWELL † ²	1866-1872
1866..	* CHARLES VAN BENTHUYSEN †.....	1866-1868
1866..	* STEWART MCKISSICK †.....	1866-1868
1866..	* JAMES L. BABCOCK †.....	1866-1873
1866..	BRADFORD R. WOOD † ³.....	.....
1866..	* JACOB S. MOSHER † ⁴	1866-1868
1866..	WILLIAM C. MCHARG †.....	1866-1873
1866..	* HOWARD TOWNSEND ⁵.....	.... 1866
1867..	PORTER L. F. REYNOLDS.....	1867-1870
1868..	JOSEPH LEWI	1868-1880
1868..	ROBERT H. WATERMAN ⁶	1868-1872
1868..	WARREN S. KELLY	1868-1871
1868..	WILLIAM L. LEARNED.....	1868-1869
1869..	BARENT B. SANDERS	1869-1875

* Deceased.

† Appointed by the act creating the Board — the first four named to serve for three years, the second four for two years and the last four for one year.

¹ Resigned October 4, 1869.² Resigned July 1, 1872.³ Resigned June 1, 1866, without taking his seat.⁴ Resigned June 1, 1868.⁵ Died in office January —, 1867.⁶ Resigned April 15, 1872.

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When chosen.		Term of service.
1869..	DANIEL V. O'LEARY ⁷	1869-1872
1869..	WILLIAM L. LEARNED.....	1869-1870
1870..	* JOHN TRACY ⁸	1870-1871
1870..	DANIEL L. BABCOCK	1870-1876
1871..	* ARTHUR C. QUINN ⁹.....	.... 1871
1871..	* ALFRED EDWARDS ¹⁰	1871-1872
1872..	DANIEL V. O'LEARY.....	1872-1874
1872..	* THOMAS HAYES.....	1872-1875
1872..	ADDISON A. KEYES.....	1872-1875
1872..	JOHN MCKENNA.....	1872-1873
1872..	* CHARLES SENRIOK.....	1872-1874
1872..	GEORGE B. HOYT.....	1872 ...
1873..	JAMES J. FRANKLIN.....	1873-1876
1873..	JAMES H. WHITE.....	1873-1876
1873..	* JOHN V. LANSING.....	1873-1874
1874..	SAMUEL TEMPLETON ..	1874-1883
1874..	JOSEPH P. MORROW.....	1874-1877
1874..	JOHN KAUTZ.....	1874-1877
1875..	DANIEL V. O'LEARY ¹¹	1875-1877
1875..	PETER J. FLINN.....	1875
1875..	* ISAAC EDWARDS ¹²	1875-1879
1876..	TIMOTHY D. KELEHER.....	1876-1879
1876..	* JAMES MORRIS.....	1876-1879
1876..	WILLIAM MORGAN.....	1876-1882
1877..	DANIEL CASEY.....	1877-1878
1877..	HENRY W. LIPMAN.....	1877
1877..	* CHARLES A. ROBERTSON ¹³	1877-1880
1878..	JOHN H. LYNCH ¹⁴	1878-1883
1879..	JOHN A. MCCALL	1879
1879..	LINZEE T. MORRILL ¹⁵	1879-1881
1879..	ANDREW S. DRAPER.....	1879-1881

* Deceased.

⁷ Resigned April 15, 1872.

⁸ Resigned July 6, 1871.

⁹ Died in office September 12, 1871.

¹⁰ Appointed by the Mayor.

¹¹ Resigned February 21, 1877.

¹² Died in office March 26, 1879.

¹³ Died in office April 1, 1880.

¹⁴ Resigned July 16, 1883.

¹⁵ Resigned September 13, 1881.

BOARD OF PUBLIC INSTRUCTION.

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When chosen.		Term of service
1880..	DOUW H. FONDA.....	1880
1880..	HERMAN BENDELL.....	1880
1881..	ALDEN CHESTER.....	1881
1881..	CHARLES E. JONES.....	1881
1881..	JAMES M. RUSSO.....	1881
1882..	HENRY T. SANFORD.....	1882
1883..	ROBERT D. WILLIAMS.....	1883
1883..	EDWARD J. GRAHAM.....	1883

Faculty of the High School.

JOHN E. BRADLEY, PH. D.,
Principal and Professor of Mental and Moral Philosophy

CHARLES A. HORNE, A. M.,
Professor of Mathematics.

OSCAR D. ROBINSON, A. M.,
Professor of Latin and Greek.

AUSTIN SANFORD, A. M.,
Professor of English Literature and History.

RICHARD PRESCOTT, M. E.,
Professor of Natural Science.

LEO H. ALTMAYER, PH. D.,
Professor of the German Language and Literature.

WILLIS G. TUCKER, M. D.,
Professor of Chemistry.

THEODORE C. HAILES,
Drawing Master.

WILLIAM D. GOEWEY,
Teacher of Latin and Elocution.

MARY MORGAN,
Rhetoric and Elocution.

REBECCA I. HINDMAN,
English Branches.

ANNA J. SHANKS,
English Branches and French.

HELEN A. COCHRANE,
English Branches and Latin.

MARY I. DAVIS,
English Branches.

ELLEN SULLIVAN,
English Branches.

AGNES R. DAVISON,
English Branches.

MARY P. RUSS,
English Branches.

IDA E. WINNE,
English Branches.

ANNA P. HALPEN,
English Branches.

SALARIES.

Principal	\$3,200 00
Professors of Mathematics and Latin and Greek, each.....	2,160 00
Professor of English Literature and History....	1,620 00
Professor of Natural Science.....	1,200 00
Professor of German.....	760 00
Professor of Chemistry — five months' service..	400 00
Teacher of Latin and Elocution.....	1,200 00
Teacher of Latin — lady	650 00
Teacher of French — lady.....	667 50
Teacher of Rhetoric and Elocution — lady.....	855 00
Teacher of English Branches — one lady at....	760 00
Teacher of English Branches — one lady at....	665 00
Teacher of English Branches — two ladies at...	650 00
Teacher of English Branches — four ladies at..	500 00

L I S T

OF

Principals and Teachers in the Various
Grammar and Primary Schools.*PRIMARY SCHOOL No. 1.*JULIA M. JAMES, - - - - - *Principal.*

ASSISTANTS:

Carrie R. Churchill,	Elizabeth Murphy,
A. A. Vance,	Emma Doctor.

*GRAMMAR SCHOOL No. 2.*LEWIS H. ROCKWELL, - - - - - *Principal.*

ASSISTANTS:

Frances Gilborne,	Carrie Godley,
Martha W. Wilson,	Emma M. Godfrey,
Freddy Mallory,	Mary A. Burke.
Martha A. Pultz,	

*PRIMARY SCHOOL No. 3.*ELEANOR F. DICKSON, - - - - - *Principal.*

ASSISTANT:

Isabella Holmes.

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GRAMMAR SCHOOL No. 5.

JOHN A. HOWE, - - - - - *Principal.*

ASSISTANTS :

Martha McFarland,	Harriet E. Prentice,
Caroline Ostrander,	Ella J. Graham,
Sophia J. Sprague,	Winnifred G. Behan,
Anna E. Law,	Emma Duffy,
Mary A. Murray,	Anna K. Staats.

GRAMMAR SCHOOL No. 6.

ALMON HOLLAND, - - - - - *Principal.*

ASSISTANTS :

Ida A. Green,	Clara C. McMillan,
Lizzie L. Cole,	Anna E. Boom,
Eliz. Smith,	Gertrude Gordon,
Frances M. Benjamin,	Jennie F. Cullen,
Ella F. Moran,	Maggie E. Graham,
Addie A. Stoneman,	Lilian J. Flinn.
Fannie M. Brainard,	

GRAMMAR SCHOOL No. 7.

E. A. CORBIN, - - - - - *Principal.*

ASSISTANTS :

Margaret A. Hevenor,	Ida G. Russ,
Julia E. Ryan,	Fannie Sheridan.
Isabella T. Henry,	

GRAMMAR SCHOOL No. 8.

JOHN E. SHERWOOD, - - - - - *Principal.*

ASSISTANTS :

Ida W. Johnson,	M. McC. Hammeck,
Sarah E. Bartley,	Louisa Crounse,
Georgia Mosher,	Bertha Labishiner,
Kate E. Allen,	Maggie T. Nolan.

BOARD OF PUBLIC INSTRUCTION.

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PRIMARY SCHOOL No. 9.

JENNIE SIMPSON, - - - - - *Principal.*

ASSISTANTS :

Ellen E. Deevey,		Theresa F. Smith.
Lizzie McGraw,	|	

GRAMMAR SCHOOL No. 10.

GEORGE H. BENJAMIN, - - - - - *Principal.*

ASSISTANTS :

Mary E. Howard,	|	Augusta Kennedy,
Bella McAllister,	|	Sarah J. Giguere,
Rosa Ulshoefer,	|	Maggie E. Hayes.

GRAMMAR SCHOOL No. 11.

JOSIAH H. GILBERT, - - - - - *Principal.*

ASSISTANTS :

Ella Burnap,	|	Margaret Morris,
Kate A. Lord,	|	Mary Hussey,
Frances Westover,	|	Nellie Combs,
Ida C. Burnap,	|	Julia A. Gilbert,
Mary U. Sexton,	|	Charlotte Westover,
Mary E. Gray,	|	Phœbe Bell.
Hattie A. Smith,	|	

GRAMMAR SCHOOL No. 12.

ELI E. PACKER, - - - - - *Principal.*

ASSISTANTS :

Sarah A. Morehead,	|	Mary L. Richman,
Louise M. Burdick,	|	Emma Ward,
Ella A. Reardon,	|	Sophia Dauphin,
Sarah Gibson,	|	Kittie Kinnear,
Louisa House,	|	Nellie Crounse,
Laura Richards,		Anna V. White,
Sarah F. Horan,		Sophia J. Klugman,
Hattie Butler,		Kate A. Cullen.

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GRAMMAR SCHOOL No. 13.

P. H. McQUADE, - - - - - *Principal.*

ASSISTANTS :

Leonora Farnham,	Ida A. Carroll,
Etta Marvin,	Kate A. Smith,
Lucy A. Stantial,	Maggie G. Gaynor,
Annie E. Lyons,	Carrie E. Smith,
Catherine Murphy,	Sarah J. Imrie.

GRAMMAR SCHOOL No. 14.

JAMES L. BOTHWELL, - - - - - *Principal.*

ASSISTANTS :

Eva H. Kennedy,	H. S. Heywood,
Mary A. Richards,	Lilian Sangmaster,
Julia M. Simpson,	Ada Viele,
Anne E. Caine,	Bertha Fisher,
Jennie Bell,	Rose Livingston,
Jane A. Williams,	Libbie Gass,
Kate Hans,	Mary F. Wendrem,
Mary A. Horton,	Elizabeth Henderson,
Gertrude Hamburger,	Ella Wilson.

GRAMMAR SCHOOL No. 15.

LEVI CASS, - - - - - *Principal.*

ASSISTANTS :

Helen J. Bartley,	Lottie A. McDermot,
Mary McDonald,	Ella F. Brice,
Kate C. Quinn,	Kate Crummey,
Margaretta J. Courtney,	Marie A. Hydeman,
Mary F. McDermott,	Maggie Barry,
Elizabeth H. Buss,	Margaret J. Graham,
Mary G. Smith,	Margaret McCloskey,
Margaret E. Gorman,	Margaret Lamb,
Jessie B. Cochrane,	Elizabeth L. Graham.

BOARD OF PUBLIC INSTRUCTION. 163

GRAMMAR SCHOOL No. 17.

MARTHA WINNE, - - - - - *Principal.*

ASSISTANTS :

Ellen Fealey,	Ella Maddock,
Lydia C. Burnap,	Lizzie A. Guardinier,
Elenora Wark,	Anna F. Cassidy,
Kate Dugan,	Jane Hanauer.

PRIMARY SCHOOL No. 18.

KATE McAULEY, - - - - - *Principal.*

ASSISTANTS :

Lonisa Canaday,	Louisa Van Zandt.
-----------------	-------------------

PRIMARY SCHOOL No. 19.

MARY A. SIMPSON, - - - - - *Principal.*

ASSISTANTS :

Eleanor Snyder,	Kate P. Beers.
Lizzie Campbell,	

GRAMMAR SCHOOL No. 20.

THOS. S. O'BRIEN, - - - - - *Principal.*

ASSISTANTS :

Bridget Dempsey,	Anna Mitchell,
Mary Coyle,	Rose Dempsey,
Kate Griffin,	Jennie Ring,
Annie L. Corbett,	Margaret M. Fogarty.

GRAMMAR SCHOOL No. 21.

A. F. ONDERDONK, - - - - - *Principal.*

ASSISTANTS :

Christina Ferguson,	Mary F. Wylie,
Julia W. Crannell,	Anna Thompson,
Lizzie Erwin,	Agnes J. Kelly,
Helen Case,	Cora Brigga,
Jennie E. McLean,	Mary F. Walker,
Maggie A. Brown,	Julia R. Ward.
Agnes S. Gavey,	

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PRIMARY SCHOOL No. 22.

JENNIE A. UTTER, - - - - - *Principal.*

ASSISTANTS :

Maggie Roche,	Anna D. Smith,
Rosetta Hartnett,	Lucy J. Miles,
Kate Kennedy,	Mattie Pattison,
Rachel Jones,	Florence P. Morton.

PRIMARY SCHOOL No. 23.

LIZZIE MCCARTHY, - - - - - *Principal.*

ASSISTANTS :

Angeline E. Miller,	Margaret Lanahan,
Mary Zeitler,	Mary F. Mattimore.
Alice E. Geary,	

PRIMARY SCHOOL No. 24.

EURETTA CRANNELL, - - - - - *Principal.*

ASSISTANTS :

Anna P. Erwin,	Anna Reese,
Julia Cordell,	Ida J. Bullis,
Sarah A. Carey,	Maggie Healey,
Susie M. Mangan,	Harriet Myers,
Kate M. Doudle,	Sara T. Burt,
Mary L. McGinn,	Ellen M. Hayes,

PRIMARY SCHOOL No. 25.

MARY L. HUTALING, - - - - - *Principal.*

ASSISTANTS :

Ardella Bogardus,	Mary Geoghegan,
Edna D. Wetsell,	Anna G. Murphy.

DRAWING MASTER.

THEODORE C. HAILES.

SALARIES.

Principals of Schools Nos. 6, 11, 12, 13, 14, 15 and 21 (men).....	\$1,800 00
Principals of Schools Nos. 2, 5, 8 and 10 (men)...	1,600 00
Principals of Schools Nos. 7 and 20 (men).....	1,500 00
Principals of Schools Nos. 22 and 24 (ladies) ...	800 00
Principals of Schools Nos. 17, 23 and 25 (ladies) ..	700 00
Principals of Schools Nos. 1, 9 and 19 (ladies)....	675 00
Principals of Schools Nos. 3 and 18 (ladies)....	600 00
Drawing Master	1,200 00
Principals' assistants and teachers of ninth year class	600 00
Principal teachers in departments and teachers of seventh and eight year class (after four years' service).....	550 00
Assistant teachers, first year	350 00
Assistant teachers, second year	400 00
Assistant teachers, third year	450 00
Assistant teachers, fourth year and thereafter.....	500 00





JUN 17 1931

1931

